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THE NATIONAL SCHOOLS



THE MAGAZINE OF BETTER
SCHOOL ADMINISTRATION

Caletka, Thomas

Mary DeGarmo Boyer

Surplus Property and

What About World Peace

Problem of the

Schedule

The Building Program

Failure

23 Original Articles

NOVEMBER

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HEADLINES

W.A.A. AND SURPLUS

The War Assets Administration has assumed the functions formerly carried out by the Federal Security Agency under S.P.A. Regulation 14. The U. S. Office of Education will continue its activities in the real estate field and in the army-navy donation programs and will serve only in an advisory capacity in matters pertaining to the disposal of surplus personal property, when requested by the W.A.A. (Story on page 68.)

SCHOOL LUNCH PROGRAM

Agreements have been signed by the Department of Agriculture and each of the 48 states assuring nationwide participation in the National School Lunch Program. At least 8,000,000 pupils will be served with school lunches this year. (Story on page 68.)

HOW TO GET SURPLUS

Eligible schools participating in the veterans' education program whose needs are certified by the Federal Works Agency can obtain top priorities for the purchase of surplus classroom, laboratory and workshop equipment by applying to the nearest division office of the Bureau of Community Facilities of the F.W.A. The W.A.A. has ordered that all sales shall be at prices equivalent to 5 per cent of fair value, plus shipping charges. (Story on page 68.)

MILITARY TRAINING

The War Department has a new program for universal military training which it will offer to Congress in January. One year of military training for youths between the ages of 17 and 20, to include six months of intensive

military and technical specialist training and six months in one of eight other categories, is the basis of the plan. (Story on page 70.)

FOR EUROPE'S SCHOOLS

Seventeen American educational organizations have asked that surplus military supplies and materials be used in reestablishing European schools, urging that these materials be made available to U.N.E.S.C.O. or authorized agencies in the war torn countries. (Story on page 74.)

NEGROES SEEK AID

Negro educators attending the conference of presidents of land-grant colleges for Negroes, headed by Dr. Sherman D. Scruggs, president of Lincoln University in Missouri, have asked President Truman for equalized educational opportunity for all American youths and particularly for federal aid in areas where education needs it.

GERMANY'S SCHOOLS

Ten American educators returned recently from Germany where they studied the schools of that country. In their opinion, democratization of the German school system will not be possible until some semblance of normal economic and social life is restored and until Germany is treated as one country, not four. (Story on page 90.)

PUPILS' MENUS

At the annual convention of the American Dietetic Association, Florence I. Scoular, dean of home economics, North Texas State College, suggested that pupils be allowed to plan their own luncheon menus; in

doing so, they would learn nutrition values. (Story on page 90.)

NATIONAL TEACHER EXAMS

The 1947 national teacher examinations will be held on February 8 and 15, according to an announcement of the American Council on Education, at examining centers to be established throughout the country. (Story on page 76.)

TEACHING SITUATION

The N.E.A.'s commission on teacher education and professional standards has recommended certain courses of action which should be taken to alleviate the nationwide scarcity of teachers. These pertain to minimum salaries, annual salary increases, teaching loads, standards for prospective teachers, community support, tenure and retirement, in-service training. (Story on page 80.)

TEACHERS' SALARIES

The ethics committee of the N.E.A. recommends a cost-of-living adjustment in teachers' salaries but reaffirms its opposition to teachers' strikes. (Story on page 74.)

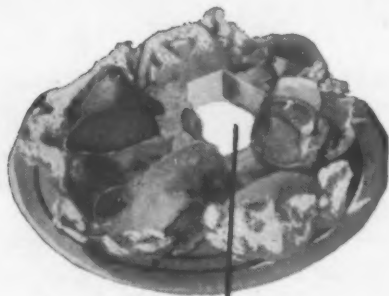
Teachers in New York City are to receive a pay increase of \$250 a year, although their demand was for \$1000. In Rochester, N. Y., and Wheaton, Ill., a \$600 salary increase is asked, while in Wilkes-Barre, Pa., an annual rise of \$300 and other concessions are sought.

William Green, president of the American Federation of Labor, has promised the New York Teachers' Guild that his organization will intensify nationwide pressure in support of teachers seeking decent salaries. (Stories on page 81.)

For full news coverage of the month, see news section beginning on page 68.

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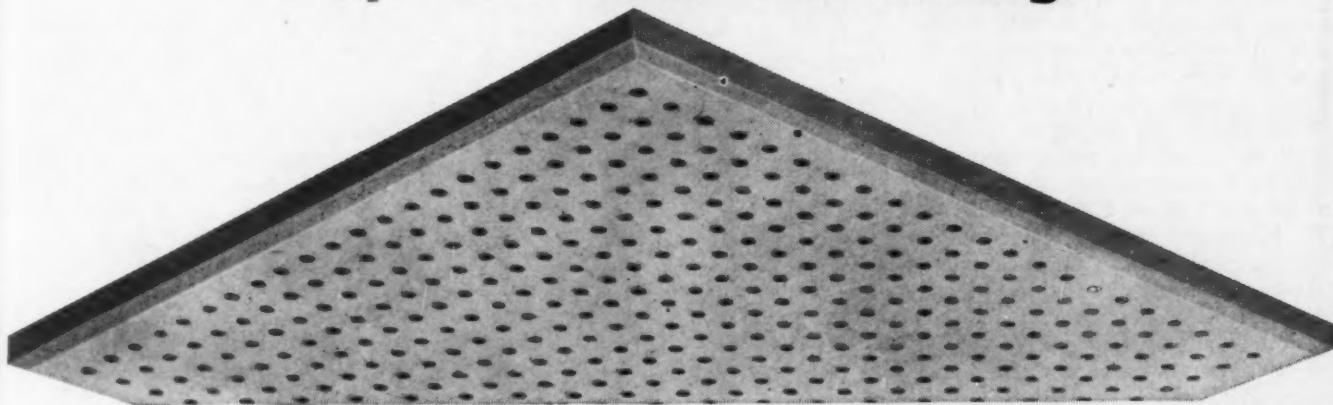
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THE ROVING REPORTER

Pupils Taught to Drive

The public schools of Salida, Colo., joined forces with the Colorado Highway Patrol recently in teaching nearly 200 high school pupils to drive cars. Instruction was given by highway patrolmen using patrol cars.

Pupils were instructed in groups of four after which they drove with the patrolmen as passengers. A "street" was set up in the yard adjacent to the school grounds on either side of which stakes 4 feet high were loosely driven into the soil so that they would fall if struck by car fenders.

The simulated highway contained a figure 8, a U turn, a stop street and a parking zone. Pupils who failed to drive to the satisfaction of the patrolmen the first time were asked to return the following day to receive further instruction.

Report on Vanport City

From time to time stories have come out of Vanport City, Ore., about its schools, its child care centers, its industrial workers, its community life in general. But it takes a book published by the Vanport City schools entitled "6000 Kids From 46 States" to sum it all up in one engrossing tale.

In less than a year from the beginning of the war Vanport City, where James T. Hamilton is superintendent of schools, grew from a swamp baby into the second largest city in Oregon and the nation's largest federal housing project. With a population of 40,000, an education system had to be set in motion and schools built for 6000 chil-

dren. And this meant far more than providing just the ordinary schooling. It meant taking care of countless social, health, recreational and other needs arising in this most topsy-turvy of war-time cities.

Vanport's story as told in this 100 page, profusely illustrated book is one of absorbing interest. It describes the job to be done in the educational field, the staff relations, the agency relations, the growth of the school organization and concludes with a revealing chapter on "What We Learned." A delightfully written running story about the city's community life in general, when everyone was working in the shipyards to help win the war, as a background for the schools' accomplishments, accompanies the factual material on education.

Lest you wonder about the future of Vanport, where the population declined rapidly after the war was over, the tide was reversed last spring and the city now boasts a growing "veterans' village" which has a new respectability as a college town through action of the Oregon State Board of Higher Education in bringing a college to the place where the living quarters of its students are.

The Vanport book sells for \$1.25 and copies will be available only as long as the supply lasts.

A Guide for Pupils

A compact handbook of 56 pages in vest pocket size is that of the Little York Community High School, issued by the board of education of District No. 133, Warren, Henderson and

Mercer counties in Illinois, for the use of pupils, teachers and parents.

Principal Gilbert W. Franklin states in the foreword: "If any institution is to function efficiently there must be organization. To have organization, rules and regulations are necessary. To have cooperation and good school citizenship, a knowledge of the rules, regulations, customs and traditions of the school is essential."

The handbook contains all the information pupils and teachers need as to requirements for graduation, physical examinations and education, the grading system, examinations, honor roll, report cards, absences, commencement, school rules and scholarships.

It also contains the constitution of the student council, describes activities, awards, courses offered and, what is not usually included in a school handbook, a calendar for the two semesters, a textbook list for the year and the basketball schedule.

Dance Club Makes a Hit

The Winfield Park School, Winfield Township, N. J., is an elementary school. This past year one of its new activities was a social dance club for boys and girls in grades 4 to 8. Club members were divided into two groups, beginners and advanced dancers. Those who knew how to dance helped as teachers for the beginners. Each week a different kind of dance was introduced, among them the waltz, fox trot, conga and rhumba. To climax its activities, the club made a trip to Radio City in New York to see professional dancers perform.

Dear Mrs. B,

Williams teacher wants him to make a map for her. I am sending one I tore out of an old geography book. It is much better than any of we can make for her. If it aint alright tell Miss Dobson it was the best one we could find

Thanks
Hilda C.

Dear teacher - What do you
more Susie got wet in the A.M.
and seemed sick in the P.M.
What else the child. Does she
need a doctor?

Her mother
Sarah

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QUESTIONS and ANSWERS

Insurance for Pupils on Buses

Question: Is insurance available to pupils who ride in school buses?—C.O.M., Neb.

ANSWER: Medical payment coverage can be provided in connection with an automobile liability policy in the amount of \$250 per pupil, with a limit of liability per accident in the amount of \$2500. The premium varies from \$5 to \$20 depending on whether the vehicle has a body of the private passenger type or of the bus type and also in direct relation to the bodily injury school bus rate applying in the particular territory.—DON C. HAWKINS.

Time for Activities?

Question: What is the best time for an activity period?—O.V.R., Okla.

ANSWER: The best time for scheduling an activity period is during the morning. Afternoon activity periods are conducive to "cutting." Pupils who are taking part in interscholastic athletics and those who are excused at noon to work part time are thus not included in afternoon activity periods. Each school should determine which morning hour would be most satisfactory.—R. E. JACKSON.

Questions About Showers

Question: The Edmonton public school board is planning to build a new high school which will accommodate about 1500 pupils. Showers will be provided for both boys and girls. The gymnasium will doubtless be used in the evenings by the adults of the community. An average class for girls' physical training is 35 pupils. I would like to have your opinion on the following questions—

1. How many showers should be provided for the girls?

2. Should each shower be placed in a private cubicle?

3. If the answer to No. 2 is "No," how many showers should be placed in private cubicles and how many should be gang showers?—R.S.S., Alberta, Can.

ANSWERS: 1. It would be wise to plan facilities for a larger class than is indicated. A class of 35 girls in physical education would probably not net more than 25 or 30 who would be participating in physical education or using showers. A class of 40 or more is not at all unreasonable. In open gang showers, eight or 10 shower heads would be sufficient.

2. The choice between open showers and private shower stalls must be made by the local community. There has been a growing tendency toward open gang

showers for girls. If private shower stalls are desired, one shower stall can serve from two to four girls, depending upon arrangements of adjacent dressing space.

3. If the gang shower should be decided upon, four private shower booths should be provided for optional use.—THOMAS J. HIGGINS.

Should We Have Audits?

Question: Should an audit be made of the township treasurer's books? Also those of the secretary of the board of education?—W.E.B., Ill.

ANSWER: 1. Yes.

2. Yes, for the protection and reassurance of the public the accounts of all officers who handle public money should be audited regularly.—LEE M. THURSTON.

Can We Teach Religion?

Question: Can religion be successfully taught in public schools? It appears that the Bible can be taught as recorded history and that, as history, many Biblical prophecies have been fulfilled and, since there has been not a single missed prophecy to date, it is reasonable to expect that those yet unfulfilled will eventually also come to pass as recorded. The scoffers used to poke fun at the idea of the world being destroyed by fire, as predicted in the Bible, but since the atomic bomb was developed the scientists, or those fully informed of the possibilities of atomic energy, have expressed considerable anxiety over the fact that the world may easily be consumed by fire. It appears then that religion can tie in nicely with scientific development.—O.E.D., Iowa.

ANSWER: Religion cannot be taught; it must be imparted. If religion could be taught, surveys made to determine the effectiveness of the Sunday school would not show a ratio of only 0.002 between a child's development and what he has learned in Sunday school.

The 350 American religious sects and cults will never permit the historical, objective and scientific teaching of the Bible in the public school because it would then become a nonsectarian book for them. In other words, the Bible would cease to be the Bible.

Modern science cannot be found in the Bible; else so-called "prophetic" students would not need to wait until TNT is invented before finding the Scripture that "predicts" it. That's the rub!

The question fails to discriminate between prediction and apocalypticism. What is here referred to as "prophecy"

is, of course, "prophecy" only to modern sects. For example, the Book of Daniel upon which so much of this "prophetic teaching" is based is not predictive but apocalyptic.

Apocalyptic is *post-eventum* prophecy. Daniel was written in 165-4 B.C. but its author, desiring protection, wrote under the pseudonym of an earlier celebrity. He was living in the second century but wrote as if he were writing in the sixth century. Hence, he knew all the events between the sixth century and the second and he wrote fairly accurately.

However, when he reached Daniel 11:40, he tried to predict, alleging that Antiochus IV would go down to Egypt for a *third* campaign. Here he is in error, since Antiochus went instead to Persia where he died (I Maccabees 6:1-16).

Indeed, to this day, Judaism classifies Daniel among the "Writings," the third section of their canon, and not among the "Prophets," the second section. The enumeration of books in the Bible of Catholicism and Protestantism is medieval and early modern and tends to mislead the Christian.—CONRAD HENRY MOEHLMAN.

What About Sex Education?

Question: Should sex education be taught in high school? In the grades? To what aged children should this instruction be given?—E.B., Tex.

ANSWER: Education and training in social adjustments should be a part of many phases of the school curriculum. A course in health instruction offers many opportunities for training in social adjustment which might not be given elsewhere and which, legitimately, may be a part of the health education course.

While the ideal place for this instruction and training is in the home, it must be acknowledged that relatively few parents give such instruction at the appropriate time, that many are unprepared to give it, that the policy of silence and secrecy has proved a failure and that boys and girls do obtain information and satisfy their curiosity through unwholesome sources which tend to promote distorted and perverted attitudes.

Continuous guidance and training in habits and attitudes based on scientific information are needed at appropriate times in order to fortify boys and girls against unwholesome influences and to

(Continued on Page 10.)

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help them attain high standards of relationship in personal, family and social life.

Sex education should be taught in the same sense that food facts, mouth care, politeness and the blood and lymph functions are taught. The thing we are after is excellent sex-character adaptation. Since sex starts as a matter of curiosity and later becomes a driving force in the development of a boy or girl, instruction should be given at all age levels. It should not be considered a separate isolated topic but as a part of general education. All too long teaching procedures have been built on the thesis that sex implications should be ignored or be regarded as nonexistent or as an evil endowment.

At high school levels teachers are selected for giving this instruction who are specialists in science, in mathematics, in physiology and various other fields. To that extent should sex education be specialized, but only insofar as it is a unit of health instruction. A pupil is expected to reflect his training in English in expressing himself in any learning situation and so is his training in social adjustment expected to be reflected in his developing attitudes and attainments.

Sex education should be taught in the high school, in the grades and at all ages as a part of the total pattern of good teaching.—ELNA H. NELSON.

No Respect for Property

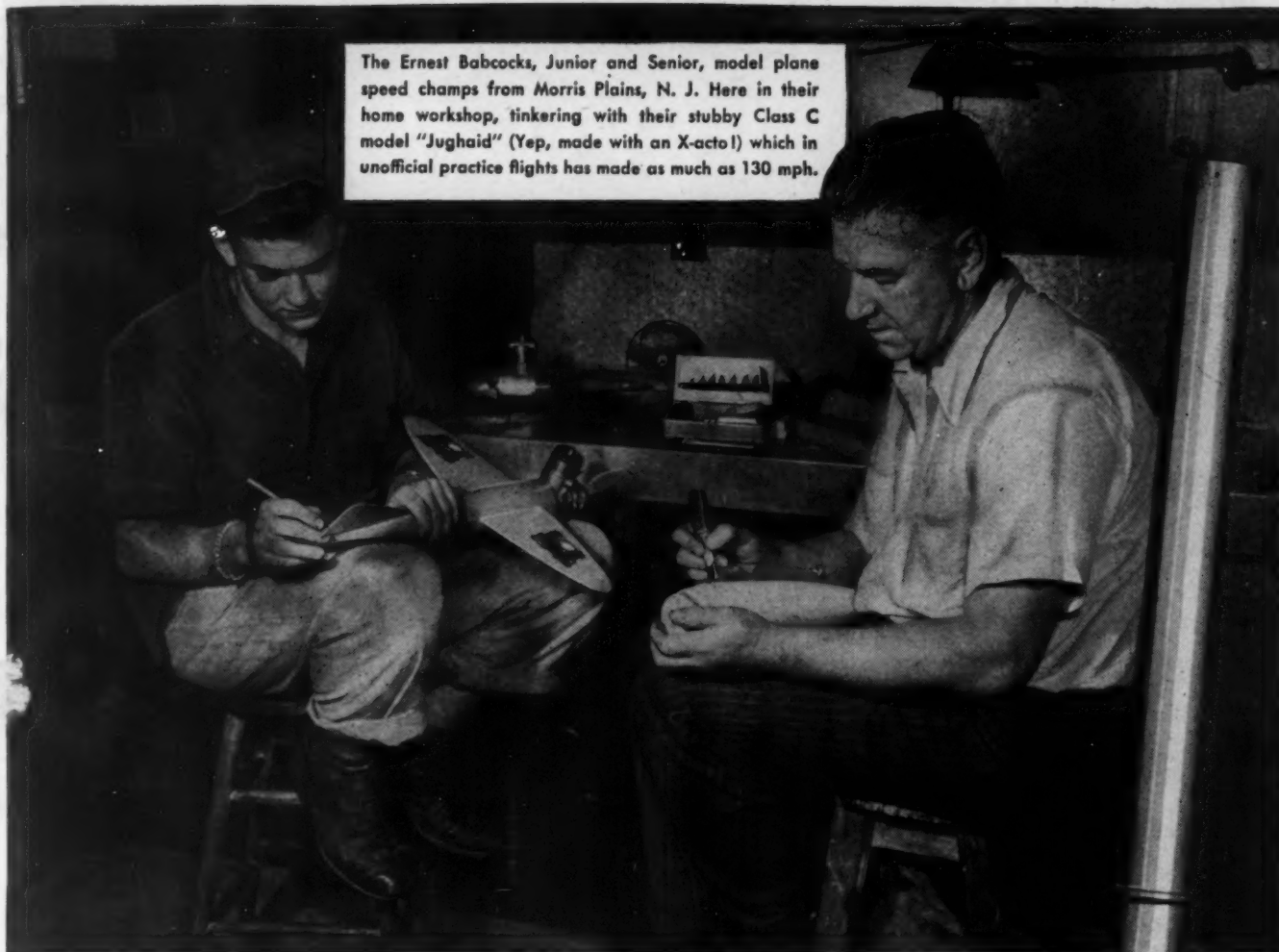
Question: How can we teach children to have respect for property, that is, how can we prevent (1) damage to faucets, soap containers, towel holders, tissue holders and valves; (2) plugging of faucets, urinals, toilet bowls and fouling of automatic devices?—E.J.J., Mich.

ANSWER: We have found little conduct of this sort that is traceable to maliciousness. Most of the youngsters who are caught give as their reason their interest in seeing how things go together or "what makes them tick." Some of the acts are pranks. The most telling results that have come to my attention have been achieved by leaving the crippled facilities in the damaged condition, especially where the pupils responsible are not apprehended.

The principal or teacher explains that the abuse of such property simply means that the pupils will have to be inconvenienced by having to get along without it and that their duty as a group is to police their building and equipment to save it from damage by those of their own group who are not sufficiently responsible.

Many times such action has resulted in pupils coming to the school administration to ask that the facilities be replaced on the promise that there would be no recurrence. Of course, there will be certain cases in which the pupil should be punished.—F. R. SCHERER.

The Ernest Babcocks, Junior and Senior, model plane speed champs from Morris Plains, N. J. Here in their home workshop, tinkering with their stubby Class C model "Jughaid" (Yep, made with an X-acto!) which in unofficial practice flights has made as much as 130 mph.



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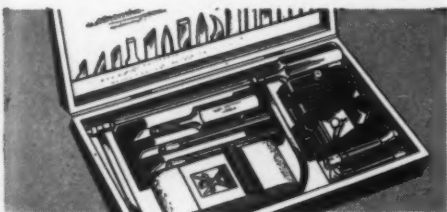
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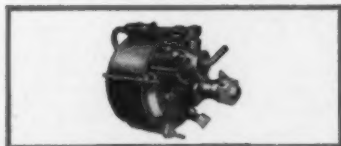
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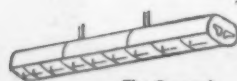
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JULIEN BRYAN
EXECUTIVE DIRECTOR

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To American Educators:

For the past twenty years I have been lecturing with motion pictures throughout America in an attempt to create a better understanding in this country of the peoples of other nations. That task has seemed important to me in the past but never quite so important as it is during these troublesome days following the most devastating war in the world's history.

When the International Film Foundation was founded late in 1945 and I was asked to serve as its Executive Director, I sensed a real opportunity to expand the work I had been doing in the field of international understanding.

Since our organization was founded we have produced two films on Poland and four on Russia which are now ready for your use. These films were produced from footage photographed by my crews and myself just prior to World War II. We believe they represent the best material available today on these two countries.

I want particularly to call your attention to our new film, "PEOPLES OF THE SOVIET UNION" because I feel that it will help tremendously to give the American public a clear conception of the many racial minority groups in Russia. It is my sincere hope that this film will be seen by school and adult audiences in every city and community in America.

Because we are a non-profit organization we have set the selling price of these films at a minimum, far below actual production costs.

We have authorized dealers in key areas from whom prints can be purchased. We will be glad to supply you a list of dealers.

If you prefer to rent these films consult your nearest Film Rental Library. Most rental libraries stock our subjects and those which do not will be glad to get them upon your request.

You will be interested in knowing that we now have one crew in Europe and another in the Far East. When you read this I will have joined the European crew. We will be able soon to announce a new series of subjects.

Yours for a more tolerant and understanding World!

Julien Bryan
Julien Bryan.

Write us today for our new illustrated pamphlet describing our four new films on Russia and two on Poland now ready for immediate showing in your community.

Paul Hudson, Vice-President of New York's Empire Trust Company and President of the Dorella Mills Foundation bids "Goodbye" to Julien Bryan, nationally known lecturer and documentary film producer as Mr. Bryan left LaGuardia Field for Europe where he will join his photographic crew. The Dorella Mills Foundation made the original grant to establish the International Film Foundation on a non-profit basis.



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A School and its Duplicator

We visited a school the other day.

It had a projector.

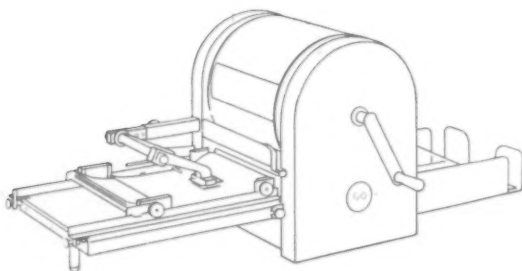
It had a fine phonograph and lots of records.

Many of the teachers had advanced degrees and spent their summers studying how to be better teachers.

Then we looked at the school's duplicating equipment.

It was made in 1914.

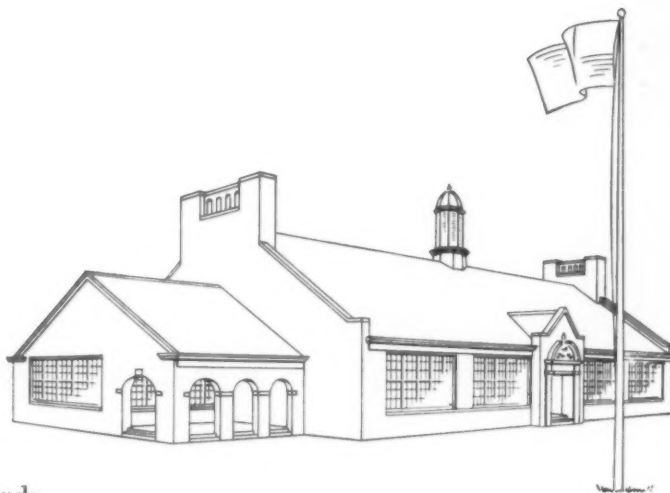
"But this is 1946," we said. "Isn't it time you had a new, modern Mimeograph brand duplicator, as up-to-date as your teaching methods?"



The teachers got the point right away.

They know how the Mimeograph brand duplicator produces lesson materials which help children retain what they see and hear.

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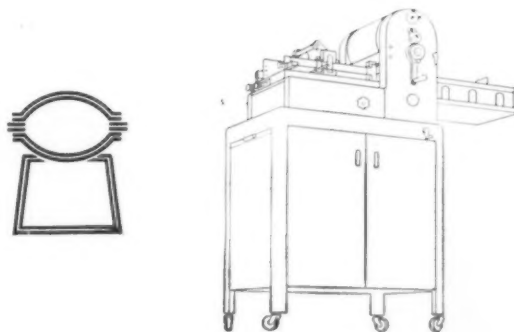
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LOOKING FORWARD

Japan

WILLARD PRICE, American scholar and author, who spent thirty years in Japan studying the people, their institutions, psychology, history and centuries old ideologies, has produced a trenchant analysis of the Japanese and their potential for both peace and war. His "Key to Japan" (The John Day Company) supplements his earlier books, "Japan and the Son of Heaven" and "Japan's Islands of Mystery."

Sufficient anthropological, ethnological and historical background is given in 29 fascinating chapters in which historical facts and shrewd observations are skillfully woven into a fine texture, with both implied and declared cautions to the American people. These broad observations are strongly summarized in six final chapters in which earlier deductions are brought together in simple but forceful style to make solid final argument for his point of view.

Willard Price is neither starry-eyed visionary nor hard-boiled realist, but a competent and careful observer. He does not expect miracles from early American occupation. He does not believe that directives by General MacArthur can destroy century old secret societies which maintain imperialism through terror. He does not agree with the patently surface judgments of Lt. Gen. Robert L. Eichelberger that an island people without resources in raw materials, ships or capital, surrounded by watchful nations, can become resurgent in a military sense within many decades. He does not accept the almost miraculously peaceful submission of the Japanese people after surrender as evidence of change of heart but merely as a device by which more quickly to get rid of the occupation forces.

To Willard Price, the current conduct of the Japanese is merely a phase of long range strategy in what they themselves have and continue even now to publicize within their country as the first, if somewhat disappointing, step in a hundred year war. The final outcome of this conflict is declared in the words of Emperor Jimmu: "We shall build our capital all over the world and make the whole world our dominion," and in the rescript of Emperor Hirohito, enjoining the "emancipation of East Asia." Mr. Price believes that our State Department and our army operated on a short visioned and dubious pro-

gram when they did not destroy the theocracy by which imperial politics and religion have been so disastrously joined.

Despite these somber warnings, Willard Price does not believe that constructive rebuilding of Japan is impossible. In his opinion, it will require a more comprehensive and long range policy and less timidity concerning the aggressive teaching of democracy.

Vocational Education

VOCATIONAL education, in contrast with vocational training, should increase in breadth and depth as well as in amount in our secondary schools. The extent to which this curricular division is philosophically sound in its relation to the total objectives of democratic education is of extreme importance to the country as a whole as well as to the individuals concerned.

Vocational education should be considered as a logical specialization at upper secondary levels, with placement in grades 11 through 14, and as affecting all young people. It may take the general forms of homemaking, preparation for commercial, industrial and technical tasks or professional education at university level. It possesses no organic separateness and needs to be carefully and closely related to all other phases of the secondary instructional program. Vocational education should build upon general education in the arts of communication, mathematics, science, the social studies and fine arts. Language and mathematics are necessary as fundamental tools, science for approach and method, the social studies for general purpose and direction and fine arts for self expression and esthetic growth.

Vocational education proper might well include four major areas stemming from general education. They are: the development of general motor and mechanical skills, growing out of capacity as well as interest; reasonable mechanical and technical specializations; higher mechanical skills in bookkeeping, shorthand, typing, homemaking, and basic knowledge essential to advanced professional work.

All vocational work should provide for specific information concerning the total possibilities for rewards and satisfactions. Current vocational guidance programs

need periodic appraisal to see that they remain sound philosophically and instructionally and do not stray into the tempting but dangerous field of determinism.

In terms of the total welfare of the individual and of the nation, it is of exceeding importance that vocational education seek to give understanding of the evolving American economic system, its fundamental purposes, its values, its weaknesses, its relation to the individual and the social order and to our political life. Industrial management is rapidly swinging to the belief that individual understanding and ability to think logically are basic to intelligent cooperation and, hence, to efficiency in production.

One of the fundamental characteristics of the democratic way of life is maintenance of a constant balance between the individual and the group. The essentially cooperative nature of modern economy and the closely related parts that capital, management, labor and the consumer play in the total process cannot be satisfied through either neglect or partisan presentation. Democracy is cooperation achieved through intelligent understanding.

Brains for Export

DR. GEORGE P. GILMOUR, chancellor of McMaster University, feels that Canada may possibly be providing more university education through its regular and veteran programs than the country can absorb. In discussing this problem before the supervisors of the department of veterans' affairs, he stated that while the government's university program is good in intent and fairly good in results, it would produce many more university educated individuals than the present population could absorb. By implication, this highly educated surplus would find it necessary to migrate to seek opportunity commensurate with its educational level.

The condition that Dr. Gilmour describes is not peculiar to Ontario province, but one that the Maritimes have faced for more than a generation. New Brunswick, Nova Scotia and Prince Edward and Cape Breton islands have been losing the majority of their university educated youths who, for lack of opportunity, have sought more promising provinces or countries. The Maritimes have furnished intellectual and professional leaders not only to other Canadian provinces and the United States but also to the commonwealths of the British Empire. Just as this steady export of young and aggressive leaders has left its strong mark upon the Maritimes, the continued export of brains from other parts of Canada cannot help having a most serious effect upon the dominion as a whole. No nation can lose its young and aggressive leaders without further diminishing the opportunity for those remaining.

The reason for the existence of this condition in the Maritimes which now, according to Dr. Gilmour, has become a threat to the entire dominion may be not so much that the universities train too many individuals

but that the emphasis is on a conventional and classical type of advanced education, a relic of the class conscious nineteenth century. It is difficult to envisage a situation today in which any nation can have too much effective education and too much individual ability. The lack of home opportunity for Canada's university trained youths may be due more to the nonfunctional nature of a highly conventionalized university curriculum than to education itself.

It is not difficult to conceive of a system of university education designed to promote the better use of scientific and technological knowledge and skills in developing the total resources and fulfilling the specific needs of the community life. Such a system not only would produce more highly educated individuals than would the conventional curriculum but also would assure them of an opportunity to use their talents in the development of their homeland. The answer to the charge of too much advanced education in either Canada or the United States should be the development of a more dynamic educational concept and practice. Truly functional education should produce in students inventiveness, vision, audacity and understanding, combined with a sense of social responsibility that should make for a more intelligent organization and use of natural resources and of technological processes. There is no ceiling for the use of adequately educated individuals.

Failure in Germany

GREGOR ZIEMER, former headmaster of the American Colony School in Berlin and author of "Education for Death," has spent some time since V-E Day in Germany studying the effects of the American army on German education. He expresses his opinion on the failure of the American plan in contrast with that of the Russian program in the June *American Mercury* under the title of "Our Educational Failure in Germany."

According to Doctor Ziemer, the Russians have a perfectly sound plan oriented in terms of Soviet long range strategy in their zone of occupation, while the education of German youth under United States army auspices falls far below essential needs with respect to comprehension of need, broad gauged plans and dynamic practice. According to American officials, who refused to be quoted, these conditions arise from the "lack of unified opinion in our country, lack of personnel in Germany, lack of a unified plan" and, according to further quotation by the author, to the feeling that "I don't think we can change the traditions of the Germans or their thinking." He concludes with the significant statement: "Would we have won the war if this kind of defeatism had obsessed our thinking? Can we keep the peace with it?"

The Editor

THE NATION'S SCHOOLS



Robert Norwood Photo

JOHN DEWEY

Master Teacher

JOHN DEWEY, more than any living man, deserves to be called the Master Teacher of Democracy. He has brought the vital strength and innate soundness of American ideals and practices into a consistent plan for current and future educational practice. He created from American roots a living educational doctrine.

Vermont's most famous son was born at Burlington on Oct. 20, 1859, of parents who were sturdy individualists. He was graduated from the University of Vermont in 1879 and completed his doctorate at Johns Hopkins in 1884. His thirtieth book, "Problems of Men," published early in 1946, contains significant writings of the last decade plus a new summarization.

John Dewey spent the decade of 1884-94 at the University of Michigan, with the exception of one year at Minnesota; during this period he wrote his first three books in the fields of philosophy, psychology and ethics.

President William Rainey Harper called him to the University of Chicago in 1894. There he devoted himself to the study of education in and for democracy and in 1899 produced his internationally known "School and Society." In 1902, President Harper made him director of the school of education, where he started the famous Dewey Experimental Elementary School. After two rather disheartening years, he accepted a call to Columbia to teach philosophy in the university and educational philosophy at Teachers College.

Philosopher John Dewey emphasized the method of experimentation, or controlled inquiry, as the best way to study the problems of man. His recognition of the importance of change and readjustment in society preceded by almost a generation the emphasis on these factors in modern science. As a teacher, his zeal was contagious. Despite his halting Vermont drawl, young independent thinkers listened intently to his creative lectures as he referred to a single sheet of crumpled paper drawn from an oddly assorted pocketful of things

after he entered the classroom and had dropped his overcoat on the floor. Students found in this quiet, reserved and somewhat shy Vermonter a sympathetic friend and militant leader. His greatest influence, however, was through his writings.

"The activity method," as devised by John Dewey, sprang from a profound understanding of the nature of growth. However, in a way he himself had foreseen many of his followers failed to grasp the dynamic reality in educational progressivism. Hence, many criticisms of his method were reactions to the antics of the lunatic fringe attached to progressivism in education.

Dewey's influence spread globally, as teachers from China, Mexico, Russia, Australia, New Zealand, the north European and certain South American countries joined his classes and thought out the possibilities of a truly democratic education in their homelands. In the first stages of their democratic revolutions, China, Germany and Russia wrote the Dewey philosophy into their instruments of government and brought its application into their schools. As these national movements departed more and more from their initial democratic inspiration, they also receded from the teachings of John Dewey.

Although he has long since retired from active work, plain John Dewey, who dislikes titles and academic swank, continues his fight for democracy against both traditionalists and authoritarians. At 87 his healthy realism gives battle to disillusioned liberals and educational escapists who seek certainty and comfort in medievalism or later institutional authority.

Those who consider Dewey's philosophy anathema for education would be well advised to remember that this philosophy holds nothing new or strange. The striking fact of his theory and practice is that they are the American way applied to education; to condemn his premises is to condemn the most deeply held tenets of American democracy. His is just the practical wisdom that turned the vision of Walt Whitman into the reality of the classroom.

In the long perspective of American history, John Dewey will stand with Franklin, Jefferson, Jackson, Payne and Horace Mann as one of the great teachers of Americanism whose ideals were courageously and insistently projected into action so that the people might benefit.—ARTHUR B. MOEHLMAN.

Cafeteria Courtesies

A Guide to Good Manners in the School Lunchroom

MARY DeGARMO BRYAN
Teachers College, Columbia University
and
KATHERINE CONNELLY WISELY
U. S. Department of Agriculture

Chicago
The Nation's Schools Publishing Company, Inc.

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PUPILS WHO USE THE SCHOOL LUNCHROOM ARE expected to enter into the spirit of mealtime by: (1) learning to eat all of the foods served; (2) making the lunch period a pleasant, social occasion, and (3) learning to behave courteously and to practice the rules of table etiquette.

The best way of encouraging pupils to work toward these goals is to set up certain procedures for lunchroom behavior. Usually it is best to have a student committee work out plans which are most suited to the type of lunch service offered by the school. In general, these plans will probably include the following:

GETTING READY FOR LUNCH

1. Remove your wraps (if worn) and take them to locker, cloakroom or clothes rack.
2. Be sure that your shoestrings are tied.
3. Brush your hair and clothes.
4. Wash your hands.
5. Place your books in locker or on shelves. If this is not possible, carry books into lunchroom and put on shelf or under chairs at the table.



WHILE WAITING IN LINE

1. Form a single line at the serving counter.
2. Move along with the line as rapidly as possible without crowding or shoving.
3. Be fair. Don't be a "line crasher."
4. While waiting in line, read the menu and decide what you are going to eat, unless you have already done this in your homeroom.
5. Save your wit and humor to brighten the table conversation after you are seated.

COLLECTING YOUR LUNCH

A GOOD LUNCH IS NECESSARY FOR YOUR BEST growth and development. Most schools now serve a complete lunch. Some provide this as a daily "special." Others have à la carte foods from which pupils may select a complete lunch. Lunches are nutritionally complete if they contain the following foods: (a) milk to drink; (b) a protein-rich food, such as eggs, meat, fish, cheese, beans, peas or nuts; (c) two vegetables or two fruits or one vegetable with one fruit (hot or cold; served as soup, juice, entree, casserole, salad or dessert); (d) bread or muffins with butter or margarine.

1. Whether you bring your lunch from home or select all or part of it at school, make certain that it contains all the foods needed to make it "complete."
2. Always take a tray and one napkin, even if you bring your lunch from home. Handle trays carefully to avoid unnecessary noise and breakage.
3. Collect only your own lunch at the serving counter. It is unfair to those in line behind you to keep them waiting while you get

lunches for your friends. Serving one person at a time saves time of the cashier and makes the line move faster.

4. Make no unpleasant comment about any of the foods served.
5. Speak politely and clearly to the person who is serving you.
6. Ask for small portions of foods you are learning to eat. Try every food served so that you will learn to know and to like all foods.
7. Place food on your tray in such a way as to balance the weight of the tray and make it easier to carry.
8. Take the portion of food nearest to you or ask the person serving the food to "please" pass the portion you prefer. Never reach over food on the counter to select portions which look bigger or better. Be careful to avoid touching any foods except those you take.
9. Pick up only the silver you need. Place it carefully on the side of your tray. Never "paw" over the silver on the serving counter.

5

6



TAKING YOUR PLACE AT THE TABLE

1. Go directly from the serving counter to your place at the table. It is customary to assign regular seats to pupils in the lunchroom just as is done in other rooms at school. If no seats are assigned, fill those tables first which are farthest away.
2. Place your tray in line with the edge of the table. This gives a neat appearance to the table.
3. Should you drop anything on the floor on the way to the table, get the necessary equipment and clean up what has been spilled.
4. Sit down quietly. Keep your feet under the table and out of the aisles.
5. Do not put anything but your lunch tray on the table. Put your books under the chair. (A girl who carries a pocketbook should hold it in her lap or put it under the chair.)

7

YOUR POSTURE WHILE EATING

1. Sit upright at the table. Don't be a leaner. Sit tall and sit still.
2. Keep your feet still. Do not twist your feet and legs around rungs of chairs or stools.
3. Keep your elbows to yourself and keep them off the table.
4. When lifting food to your mouth, bend your elbows, not your back. This saves energy and looks more human.



8



TABLE ETIQUETTE

1. Unfold your napkin and leave it doubled lengthwise for protection. Place it across your lap.
2. Eat soup and other hot foods first. If you have dessert, save it until the last.
3. Do not stir or mix your food together on your plate before you eat or while you are eating. Your plate should never look unsightly.
4. Never pick up a dish while you are eating from it.
5. Take small bites and eat slowly.
6. Chew food with your mouth closed.
7. Swallow food before talking. Never say anything while food is in the mouth.

8. Wait until you have swallowed food to take a drink of any liquid, such as milk, cocoa, fruit juice or water.
9. If second helpings are passed, do not touch any of the food except the food you take.
10. Food passed at the table is passed to the left. In passing a dish to your left, it is safest to hold it in both hands. When receiving a dish from your neighbor, take it in your left hand and serve yourself with your right hand.
11. Sandwiches of bread and butter (and others which can be broken easily) should be broken into quarters before eating. Hold these small sections in one hand while eating them.
12. Sandwiches with thick fillings are usually cut diagonally before being served. It may be necessary to hold the sections of these thick sandwiches in both hands when taking a bite of them.
13. Don't blow on the soup to cool it, either while it is in the dish or while it is in the spoon.
14. In America, it is considered good manners to eat all foods quietly, especially soup. (In some foreign countries, guests are expected

- to show their appreciation of foods by smacking their lips and making a noise.)
15. Drink beverages quietly.
 16. If you remove something from your mouth, do so as inconspicuously as possible. Remove it with your fingers and place it on your plate or tray. Do not use your napkin as a screen and do not carry the object from your mouth in a spoon.
 17. Eat all of the food on your plate but do not scrape or "mop" your plate with your bread.
 18. Use your napkin to wipe your mouth and fingers as required during the meal.
 19. Keep your hands away from your face and hair. Touch your mouth only when you are feeding yourself or using your napkin.



HANDLING THE TABLEWARE

1. Learn to use silverware skillfully.
2. When eating soup, dip the spoon away from you. Drink soup from the side of the spoon, not from the point.
3. When you have finished with your spoon, place it in the saucer or on your tray. Never leave your spoon standing in a cup or sherbet glass as this may cause an accident.
4. In America, the fork is held in the right hand, tines up, when raising food to the mouth. (The Continental custom is to hold the fork in the left hand, tines down.)
5. Use a fork instead of a spoon whenever possible. (Juicy vegetables may be eaten with a spoon.)

6. After taking food on your fork, put it directly into your mouth. Do not poise fork in the air.
7. Use a fork to cut lettuce, if it cuts easily. Otherwise, steady it with your fork and cut it with your knife.
8. Use a fork to eat cake if the icing is too soft to handle the cake without having the icing stick to your fingers.
9. Pick up only one food at a time. Don't "pack" your fork with several kinds of food.
10. When you are not using your fork, leave it in the center or rim of your plate. Do not rest it on your plate with the handle on the table.
11. If food must be cut with a knife, hold the knife in the right hand and the fork in the left, tines down. Hold the handle of knife or fork in the palm of the hand with index finger extending along the handle to steady and guide the knife or fork. (Just the opposite for left handers.)
12. Whether you are cutting with a fork or with a knife and fork, cut only one bite at a time. While chewing this, a second bite can be cut.

13. Knives are used only for cutting and spreading. Never use a knife to convey food to the mouth. When not in use, leave it in the center or on the rim of your plate with the sharp edge toward you. Never rest it on the plate with the handle on the table.
14. Do not make gestures with the tableware in your hand.
15. Touch only those objects on the table which it is necessary for you to touch. Do not "play" with the silverware or other tableware.



SOCIAL LIFE AT THE TABLE

IN MOST SCHOOLS A HOST OR HOSTESS, PREFERABLY from the student body, is appointed for each table. These persons will be helpful to younger pupils and newcomers to the school. Social life at the table revolves around the host or hostess.

1. When in doubt, follow the example of the host or hostess at your table.
2. Conversation should be started and regulated by the host and hostess. They are responsible for seeing that each person at the table has a pleasant time during the meal. They try to see that everyone at the table takes part in the conversation.
3. Talk about pleasant subjects. Don't bore others with talk about foods you "don't like."
4. Talk quietly. Noise is no indication of fun. If the table gets noisy, the host or hostess must politely request that voices be lowered.
5. Do not read or study unless you are alone at the table.
6. If you must use a handkerchief, do so quietly.
7. If it is necessary for any pupil to leave the room, he should excuse himself to the hostess and wait for her nod of permission to leave.
8. At some schools all pupils remain seated until everyone at the table has finished eating. The hostess then indicates that all will leave. In schools in which space at the table is needed for others who are waiting to eat, pupils leave when they have finished (with permission of the hostess). The host or hostess waits until all have finished before leaving.
9. The host, or hostess, checks to make certain that all places have been left in good condition. He may prefer to appoint others to help him.
10. Under no circumstances should anyone comb his hair at the table or in the dining room.



WHEN YOU HAVE FINISHED EATING

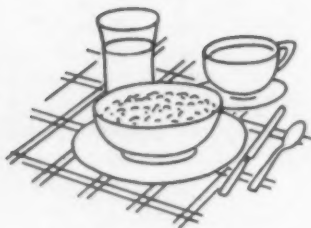
1. Wipe your mouth with your napkin.
2. After you have finished eating, visit quietly with friends at your table.
3. Make certain that you leave your place clean. It will be well to hold your napkin in one hand and brush any crumbs which may have fallen outside your tray into your other hand, then empty these crumbs into your tray. Be sure to place all paper articles you have used on your tray. Take a look at the floor around your place. Pick up any spilled food in your napkin, then put your napkin in your tray ready for disposal.

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4. When you have finished eating and are ready to leave the table, rise from the left side of your chair. If benches are used, slide off in the order of seating, or climb over in such a manner as not to disturb your neighbor.
5. Upon rising, push your chair up to the table. If benches are used, make certain that they are kept in a straight line with the table.
6. Take your tray to the soiled dish window, truck or disposal center. Remove paper and dishes in the manner designated in your lunchroom.
7. If the tray disposal center is crowded, wait patiently until there is room for your tray and dishes.
8. Do not run about in the lunchroom.
9. Remember that the teacher and pupil monitors in the lunchroom are ready to help whenever any assistance from them is needed. Cooperate with them in carrying out whatever plans are made for your lunchroom.
10. Help keep the lunchroom attractive by picking up any napkins and papers which others may leave by mistake.

18

11. Leave the room in a quiet and orderly fashion. Boys step back and hold the door for girls to pass through. Ladies smile and nod a gracious "thank you" for gentlemanly courtesies.



19

COPIES OF THIS HANDBOOK

From these pages a local planographer can, at minimum expense, furnish any required number of copies in a handy, 20 page pocket-sized form for pupils' use

20



Pupils get out a book of their own verse.

HOME WORK can be fun

FRANCES BROWN CHASE

Second Assistant, English Department
Nolan Intermediate School, Detroit

THE book is completed! Young writers of Nolan Intermediate School, Detroit, present a creditable assemblage of stories, poems and pictures under the title "Rhymes by Nolan Writers." It's their "home work" in English, and no one even guessed!

Inspired by the hope of having their work receive special attention for publication, pupils of the English classes were led along creative lines toward story and rhyme composition. A suitable topic was presented, graphic and word illustrations were given. Discussion was encouraged.

Then, "Let's write! The best original compositions will be sent to local newspapers and civic contest committees for consideration. Your work will have special attention. After correction, hand in two copies of each article. Your duplicate copy will go into our 'Writer' folder and be saved for a book of our own."

How many times during the semester were such words as the above thrown out to stimulate interest in home work! The class work in grammar, reading, spelling and

speaking was indirectly related to the work in composition but the writing was done outside of the classroom. Pupils worked eagerly and well. They patiently made corrections, studied for improvement and progressed noticeably in composition and penmanship. The contributions which resulted were revealing to the pupils and their teacher.

In addition to producing the material for their book, pupils had six of their efforts published in local newspapers during the semester. They contributed 209 "safety" compositions to the Detroit Civic Safety Committee and 55 compositions in prose and verse to the D.A.R. chairman on "Junior Citizenship."

The young writers contributed verses on various subjects to their book. Nature is a prominent subject. There are rhymes on autumn, winter, fog, frost, leaves, flowers, trees, birds and pet animals. Special days observed during the semester also have a place, namely, Halloween, Thanksgiving and Christmas.

The book contains eulogies on skating, shopping, knitting and even

sleeping. The would-be poets have animated in verse such prosaic objects as pencils, pens, lunch boxes, clocks, hats and mittens. Members of families, homes of individual pupils and recent members of the armed forces are remembered. Paper drives and bond sales receive attention as well as do books and maps.

It was a joy, indeed, during the semester to watch the young artists pore over the many contributions which were received and select the ones which would give inspiration. Later, they would produce scraps of art ranging from tiny suggestions to full page realistic compositions. The crowning glory of the book is our "cover page" which depicts a young doe in an autumn forest. It is symbolic, perhaps, of youths who dart into action. Through persuasion and inspiration they advance, or through fear and force they are frightened into the silence of retreat.

Copy Is Typed at Home

Young typists with machines at home did all of the typing for the book of 40 pages. Patience and perseverance were required of the unskilled operator to produce the master sheets from which the copies were made. There could be few mistakes and no erasures.

Then came the operators. The actual running off of the pages was done in the classroom during school time. One pupil each hour for several days stood at the machine. With slight assistance all operations for duplicating the pages were completed, 75 copies of each page being produced and as many completed books. Boys and girls admired and appreciated the contribution made by the operators as they performed their special tasks. The operators and other manual workers were seldom pupils who could contribute writings or drawings.

The lads who assembled the pages also deserve praise. They worked at high speed and learned well the secrets of compiling pages in appropriate sequence.

"Rhymes by Nolan Writers" represents the efforts of 67 writers, seven artists, five typists, eight operators and two assemblers. It is the result of consecutive weeks of concentrated, purposeful effort. I am proud to present this record and I agree with the pupils in declaring that "Home work can be fun."

Surplus Property *and the Schools*

The question "Where do we stand?" is well asked

JOHN W. LEWIS

Assistant Superintendent, Baltimore

AS EARLY as the spring of 1944 persons interested in education foresaw the great benefits which could accrue to education and thus to the national welfare through a wise policy of disposal of surplus property.

The Senate version of the surplus property bill clearly recognized that the United States could obtain benefits more significant than monetary return from the disposal of surplus property and provided for outright donation to educational institutions of surplus property suitable for classroom or other educational use. No such provision appeared in the House version of the bill.

The conference committee agreed on a compromise written into the final bill which directed that in fixing the sale or lease price to eligible educational institutions the Surplus Property Board shall take into account any benefit which has accrued or may accrue from the use of such property by educational institutions.

In November 1945 S.P.A. regulation 14 fixed a discount of 40 per cent from fair value as a measure of anticipated benefits. Such a price was too high to permit educational institutions to obtain significant benefits from the disposal program, since these institutions could not afford to purchase the large quantities of property urgently needed for replacement of obsolete equipment or for needed additions or improvements to educational plants.

Attempts to arouse educational administrators to the possibilities involved in the disposal of surplus property had little success until April 1946 at which time a meeting of representatives of 21 educational associations was called in Washington.

This conference called for a policy of nominal pricing to education and

stressed also certain administrative improvements to permit education to obtain the benefits which were possible under the provisions of section 13 of the Surplus Property Act. An action committee was appointed to attempt to obtain the proper implementation of the program and the policy which were adopted by the conference.

Meetings were held with representatives of the War Assets Administration and the action committee was promised on April 11 that an extensive program on a nominal pricing basis would be inaugurated, even if the program were not to include all categories of property. The action committee relied upon this promise and did not force the issue by an attempt to bring further pressure of any kind.

In June, Lt. Gen. E. B. Gregory, W.A.A. Administrator, announced that on advice of legal counsel an across-the-board nominal pricing policy was not mandated by the Surplus Property Act. An excerpt from a letter by General Gregory in this regard read as follows.

"I have fully explored the feasibility of a nominal pricing program as sponsored by the 21 national educational organizations and have come to the conclusion that the War Assets Administration is without legislative mandate to apply generally a greater discount than the original 40 per cent as set up in S.P.A. regulation 14, except in special cases where specific accrual of benefits to the United States can be clearly and expressly set forth."

School administrators contended that while there may not have been a legislative mandate, the law did make a nominal pricing program administratively possible and legal. They contended that a strong educa-

tional program was of unlimited benefit to the United States in peace or in war and that large benefits justified large discounts. The recent opinion of the Attorney General, which indicated that discounts of 100 per cent to education were legal, made no distinction between real estate and personal property.

Action to Be Urged. In the light of this opinion the action committee of the 21 national educational organizations is about to embark on a program pressing for a nominal pricing policy. These educational organizations are being asked to have their members take the following action.

1. Contact their senators and representatives and request them to urge upon the War Assets Administration and upon the Slaughter committee that a nominal pricing program to education be extended to all categories of property suitable for educational use.

2. Write to John Steelman, Director of War Mobilization and Reconversion, Washington 25, D. C., urging him to use every effort to bring about a policy of nominal pricing to education.

3. Write to Maj. Gen. G. B. Erskine, Administrator of Retraining and Reemployment, Washington 25, D. C., urging that he seek to have the W.A.A. adopt a nominal pricing program. (General Erskine has been designated by John Steelman as the point of contact for educational institutions in relation to surplus property.)

Effect of Veteran Preference. In addition to an unsatisfactory price policy, the preference granted to veterans has operated to prevent educational institutions from obtaining much benefit from surplus property disposal. Few persons would object

to granting a veteran preference to acquire an article for his personal use or use in his business. In too many cases, however, the veteran has been a front for speculative business interests.

One instance is on record where a veteran acquired 500 two way tank-radio sets out of 551 available, although this was an item in which educational institutions were interested. This veteran acquired for \$22,500 property whose original cost was in excess of a half million dollars. Until the W.A.A. succeeds in preventing speculation by veterans the amount of critical property available to education will be small.

Site Sales a Handicap. W.A.A. has adopted a policy of site sales for the disposal of most surplus property. This requires a prospective buyer to be on hand personally to buy material. In a few cases large cities have profited by such sales but, after a few trips which resulted in no purchases because higher priority claimants had taken the desirable items, most school systems have given up all attempts to obtain surplus except in their immediate locality.

Education Gets Little Benefit. That all these factors operate to prevent education from getting very large benefits can be seen from the figures published in the War Assets Administration reports. Sales of consumer goods and capital and producers' goods to educational institutions for the months January to May 1946 at reported cost to the government (not the sale price) are shown in table 1.

Table 1

Reported Cost—Thousands of Dollars

	Jan.	Feb.	March	April	May
Consumer Goods.....					
Education—Total.....	545	557	1,108	2,784	2,201
Federal.....	Not av.	0	2	6	3
Nonfederal, tax supported....	415	480	730	1,746	1,456
Nonprofit, private.....	130	77	376	1,032	742
Capital and Producer Goods					
Nonfederal, tax supported ¹	0	0	259	268	181

¹Estimated—Assumed to equal donations and sales with nominal returns to state and local governments.

That this is insignificant in relation to sales which were made to veterans can be seen from table 2.

Table 2

Disposals to Veterans
Reported Cost—Thousands of Dollars

	Jan.	Feb.	March	April	May
W.A.A. consumer goods.....	14,508	24,959	24,503	52,627	57,587
W.A.A. capital and producer goods	N.A.	N.A.	N.A.	973 ²	411 ²
R.F.C. sales to veteran small business	0	5,817	5,621	6,054	6,251

²Incomplete.

(Above data taken from War Assets publication "Priority Claimants" May 1946.)

Another publication of W.A.A., "The Acceleration of Surplus Disposal," published July 1946, indicates that the percentage going to veterans is still rising. In the month of June 1946 one third of all consumer goods disposals went to veterans.

Public Law 697. The Mead Bill (S. 2085) became Public Law 697. This law provides that where there exists or impends an acute shortage of educational facilities, other than housing, required for the education of veterans under the G.I. Bill of Rights the Federal Works Agency, Bureau of Community Facilities, may supply the needs on the basis of approved applications. Buildings or equipment can be obtained free of charge to meet the needs of veterans' education.

One of the serious shortcomings in the present law is that the veteran—yes, even the speculating veteran—has priority in acquisition of such property over the group of veterans needing it for their government sponsored education.

Army Donation Program. Under legislation antedating the Surplus Property Act, the army and navy can donate to schools obsolete or excess tools, mechanical equipment and machinery for instructional purposes for vocational education.

By interpretation of the legislation this includes industrial arts and other types of education if the article is of a type used in trade or industrial training.

During the days of contract termination and plant clearance there was

and stronger institutions which could send men to locate it. Continuance of the donation program was authorized by S.P.A. regulation 19 with the condition that applications had to be approved by the Federal Security Agency (U. S. Office of Education). In July 1946, and more recently by Circular No. 8, Aug. 12, 1946, the army broadened its categories of donable equipment. The latest revision provides that only representatives designated by the U. S. Office of Education can screen the lists of excess property, with the idea of providing for fairer allocations than now exist.

Navy Donation Program. The navy was much more lukewarm to the donation program. Paragraph 210 of P.R. and D. regulation No. 1 was largely nullified by supplementary instructions and by the navy's refusal to donate property listed on the critical list of the Office of War Mobilization and Reconversion. This list has now been nullified and a revised paragraph 210 issued by the navy in July. It provides for a revised screening procedure similar to that of the army, but the categories of donable property are much more restricted.

Place of U. S. Office of Education. The U. S. Office of Education has set up the staff and procedures which are required for the donation programs and which will be vitally important if a nominal pricing program is adopted resulting in large demands, with allocations among states of available property. If the nominal pricing program fails to materialize, almost any procedure will work.

With a large scale nominal pricing program under way, the U. S. Office of Education staff and the various state educational agencies for surplus property will have a task which will strain their various facilities to the limit.

Outlook. The outlook is exceedingly bright for great benefits to education if the two following conditions are met:

1. A strong vigorous effort on the part of education to bring about nominal pricing which the Attorney General rules is now legal.

2. An effective curb on speculation by veterans so that adequate quantities of property are available at the fourth and fifth priority level.

Education to Match These Times

THE educational task of preparing people for peaceful living is even more significant than training them for war. Objectives of military training are specific, concrete, measured quantitatively and quickly achieved. Objectives of education are general, intangible, qualitative and lifelong.

Even in occupational training, the task is more difficult in peace time than in time of war. Training a man in single skills for a specific job in a noncompetitive war labor market is different from developing resourcefulness, adaptability and initiative in a family of skills needed for individual success in a highly competitive labor market.

War Regiments Democracy

For the majority of the people and to a large extent for all people war tends to simplify life. The range of choices becomes narrowed as regulations extend over more areas of living.

Concentration on war objectives and the necessity of blind faith in war leadership limit the range and variety of controversy. Military conscription, essential industry priorities and war work wages determine vocational directions. Long hours of work eliminate leisure time choices. War regiments democracy.

On the other hand, life, liberty and the pursuit of happiness in a democracy at peace place a premium on making wise choices, using facts to make decisions, appreciating the points of view of others and selecting proper goals. Although educators have not neglected these goals in war time, the human reconversion problem in America emphasizes the general educational needs of free men in a democracy.

Everywhere leaders of thought are raising the question, "Can Americans meet the responsibilities of maturity in the family of nations?" The evidence is in that she can out-produce the rest of the world and

DWAYNE ORTON

Director of Education, International Business Machines Corporation

that her manpower can win in war on the land, on the sea and in the air. But—and this is the final test—can she lead in the arts of social organization and human relations in proportion to her material power?

America had materials and men to meet her war requirements. Has she men to match these present times? To produce these men is the task of the family, the church, the community and the school. Let us consider a few of the things education must do to match these times.

I

Education to match these times will require a bold worldwide outlook permeating all its work.

George Santayana once wrote: "A man's feet must be planted in his country but his eyes should survey the world."

The advance of technology has shrunk the world to the place where the physical basis of isolation does not exist. The network of radio and transportation which electronics and aviation have woven about the globe provides the highways for ideas to grow into understanding and for men to realize brotherhood.

Education or Catastrophe?

As never before, the new civilization is witnessing a race between education and catastrophe. Catastrophe has led in several stages of the relay. At times, education has been boxed in, unable to break away and take the lead. In the 1918 race, the baton was passed by those whose lives were expended in Flanders Fields to those who took up the task of establishing the peace. In 1918 the militarists won their military battle. In the League of Nations' membership battle, in Manchuria and in Ethiopia, we really lost the peace.

Today, as in 1918, the militarists are passing the baton of the team on to us. Military victory does not guarantee peace: Peace is not merely the absence of war. Peace is an active condition among men. Peace is a way of living. Education to match these times must have a program in which concepts of world community, international understanding and reciprocal trade relations are woven into the entire fabric of education.

Geography must become global. The emphasis of the old geography upon ocean-barrier isolation for America must give way to air age views which reveal the impossibility of physical isolation for America.

World Languages Must Be Taught

Language studies and social studies which emphasized the differences among peoples must reorient their texts to concentrate on likenesses and similarities. The art of language as the entree to the lives of peoples must be taught as a social study. The grammarian's scientific approach which for large numbers of students made languages "foreign" must be reserved for those who can and wish to study them.

Under the new system, social studies will emphasize the mutual interdependence of peoples throughout the world as well as within the domestic community. The realistic function of reciprocal trade relations among nations as the intake and exhaust of world life will be recognized as clearly as the physiological function of inhalation and exhalation of air. History teaching will give national identity larger significance by relating it to the broad stream of world history rather than by emphasizing national exclusiveness.

International legislation and international courts and international police are sure to be a result of the United Nations' victory. American citizens must be educated for intelligent participation. Educators must

teach the principles of living in a world community. If they don't, catastrophe will win the race against civilization.

II

Education to match these times must preserve the integrity of the individual in a world that tends toward group action.

Here in new form is the age old issue between the individual and the group. It is the perennial problem of philosophy and the practical issue of the man in the street. Democracy and education are one and inseparable. Without free schools you cannot have a free people; without a free people you do not need free schools.

Herein, lie the Magna Charta of education and its greatest danger. Free schools and their dedication to democracy lead inevitably to mass education with its tendency toward herd grouping, grading and graduating.

Individual Lost Sight of

Coextensive with the spread of a universal people's education came the movement in scientific testing. The application of measurement in education could go two ways. It went both. In the hands of scientists it kept faith with its biological basis—the fact of individual differences. In the hands of harassed administrators faced with overcrowded schools and a production problem, I.Q.'s tended to be regarded as "Irrevocable Qualifiers" and disqualifiers; reading tests were used as mechanical sorters of "readers" and "non-readers"; personality inventories predestined youths to be "introverts and extroverts," and aptitude tests segregated them into the "mechanical minded" and the "verbal minded."

If education is to be for the democratic way of life, it will place the individual at the center. Individual guidance will determine the core curriculum for each student. Psychological guidance values will take precedence over logical subject matter values in building the course of study for each individual. Personal achievement in basic disciplines of human experience will take the place of lifeless listing of subject matter credits. Instead of a curricular structure based upon a logical array of content completely covering a field of knowledge, the material of a

course will be organized about the exposition of fundamentals of efficient living and the solution of current social issues.

III

Education to match these times will be geared to the needs of the community it serves.

What shall it profit education to gain the world view and lose its home—the democratic local community? Here, in the home of democracy, is the place in which the individual makes his personal contribution to a better world. As the community goes, so goes the nation.

Because the community is a living and changing organism, education which serves it must be constantly alive to particular needs of the local scene. Because the community embraces all ages, all classes, all economic interests, all social groups, education must be all things to all people. It must be founded on principle and, at the same time, be free to shift its specific emphasis. Its general aims must be clear but its mechanisms for carrying them out must be adaptable to current life.

One of the most persistent trends in our common life is the tendency for social institutions to develop machinery of organization, technics of operation and rules of conduct in such a way as to obscure the goal to accomplish which the movement was born.

Secondary Education Not Perfected

American secondary education has not yet become a perfected and established institution. It has not yet crystallized its form. It has not yet become adjusted to its environment. It has not yet developed exclusive areas of activity. Institutional security has not yet become its goal.

However, there are tendencies in this direction. The response and lack of response of some schools to the demands of the depression indicated a hardening of the arteries.

Security behind the fences of academic tradition would deny the birthright of the people's schools. The only program for American common education is to face American life, to face it realistically, to meet the uncertainties of modern experience with constructive educational opportunity for all the people whatever their previous preparation, whatever their age, whatever their

diploma, degree, vocational or avocational goal.

Certain specific programs are indicated for the community-wise institution. It will be sensitive to the combination of popular trends and technological developments which are creating a larger ratio of adults to fewer jobs, a combination which makes fewer employment opportunities in a peace economy for inexperienced youths. In response to this condition the community school will abandon the concept of the twelfth grade terminus and develop continuing education through the fourteenth year of secondary education. This program will provide general education to meet the needs of intelligent living and it will combine work experience with occupational training in order to bridge the gap which exists between school and employment.

Community-Centered School

The community-centered people's school will make the community the laboratory for its curriculum. Occupational counseling will be integrated with job analysis and predictions of labor needed by industry. Course objectives and content will be built with the cooperation of community committees. School resources will be used for community surveys and running inventories of community needs.

In addition to housing formal education, the school will become the recreation center, the demonstration laboratory, the art gallery and museum, the civic forum of the neighborhood it serves. Because the American people are rapidly coming to believe, as T. J. Watson has said, "There is no saturation point in education," the school will lose its exclusive juvenile character and become the center of all the people's educational activity.

In the postwar period the school can become the center of democratic life for the community.

IV

Education to match these times will do its part in producing men to match these times, if it knows that where there is no vision the people perish, if it is able to preserve the sacredness of human personality and if it is able to apply both vision and value to the life of the community it serves.

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About World Peace?

U.N.E.S.C.O. Month is upon us, as is American Education Week with its theme song, "Education for the Atomic Age." What are those influential men at the head of our school systems thinking as our foreign policy is attacked at home as well as abroad, as we continue to turn out atomic missiles, as the vessels of our fleet maneuver in far waters, as press and radio scream hysterically over prospects of another war? Do they see a way or ways out of the muddled world situation?

The NATION'S SCHOOLS in a poll on world peace asked the administrators whether they think the prospects for world peace are better or worse than they were a year ago.

A bare majority regards peace prospects as worse; 41 per cent regard them as about the same or even better; 8 per cent are uncertain. Many think the threat of war is more apparent than real and that progress is being made. "We must expect misunderstanding," one superintendent writes.

On Question 2, the majority thinks that it will take from ten years to a generation to create a world point of view among children and youths. Only a very few (8 per cent) doubt that such a point of view can be created but most of the men are quick to point out that education within the United States is not enough. The nations of the world must educate for peace, with U.N. and U.N.E.S.C.O. leading the way.

Joyfully would the American school administrator welcome into the curriculum a universal history book and other texts presenting an impartial account of the contributions of every nation, presumably prepared by U.N.E.S.C.O.

The only schoolmen who are uncertain as to whether they want such textbooks or not are those who wonder if an impartial text can be prepared. Some of them want to see it first, before they make up their minds.

As to the prime factors of a future

world peace, naturally educators place education first. Universal education for a world point of view is the primary

QUESTIONS ASKED OPINIONS EXPRESSED

1. In your opinion are prospects for world peace better or worse than they were a year ago?

Worse	51%
About the same.....	25
Better	16
Uncertain	8

2. Do you believe that the schools, if they will set themselves immediately to the task, can create a world point of view among our children and youth?

Yes, eventually	37%
Yes, in a decade.....	25
Yes, in a generation.....	22
Doubtful	8
Yes, in a year or two.....	6
Not voting	1

3. Would you welcome into your curriculum a universal history book and other texts presenting an impartial account of the contributions of every nation (presumably prepared by U.N.E.S.C.O.)?

Yes	87.0%
Uncertain	12.2
No	0.8

4. On what do you believe future world peace is primarily based? (Check several, if you like.)

Universal education for world point of view	77%
Success of United Nations.....	57
Freedom of press and speech.....	45
Delegation of individual sovereignty to a world state.....	23
International control of atomic energy	21
Military preparedness	16
Other factors	1
Not voting	1

basis for world peace, 77 per cent of the schoolmen believe.

Close behind universal education comes the success of United Nations as the prime factor in future world peace.

"All nations must try to understand the economics and political setup of every other nation. Above all, the United States must so guide her actions as not to cause other nations to distrust her. We are in a position to influence other nations if we use good judgment in our dealings," comments D. H. Wallis of Atlanta, Ark.

Freedom of press and speech also looms large in their thinking. While desiring that this freedom be extended to Russia and other nations, a number of school administrators took this chance to lambaste certain sections of the American press for its unfair stand toward Russia.

"I'm no lover of Russia or what she stands for," comments Frank M. Wright of El Monte, Calif., "but I do stand for fairness and I don't think people are given the opportunity to think straight on that subject. The newspapers and radio are constantly pointing out the 'terrible' attitude of Russia and never a sound statement dealing with efforts toward peace."

Another says that the schools' work toward world peace is nullified by the press and radio.

Almost one fourth of the superintendents (23 per cent) are advocates of a world state as a primary force in world peace, and one fifth (21 per cent) think international control of atomic energy is a leading factor in world peace.

Only 16 per cent regard military preparedness as an essential to peaceful relations with other nations. One respondent writes: "I think peace prospects are better today because America seems to be willing to assume more world leadership and is at least giving the impression that she will back up what she says with power, if necessary."

School the Training Ground for World Citizens

IN THE present world setup, one of the major tasks of our schools should be to provide boys and girls with experiences which will give them the information, interest, attitudes and skills that will develop in them habits necessary for their effective participation in international living.

Our present educational system does not do this. Too many pupils leave school before graduation; they are not adequately prepared for the duties of world citizenship. All of us, in fact, lack a knowledge of the problems, issues and facts necessary to make us internationally cooperative and competent. We have not had a too brilliant success in developing competency in our own community life. We should attack our present problems, national as well as international, with all our powers and resources in order to gain the confidence and support of all mankind in working for a peaceful world.

Adjustment Will Be Slow

Our schools are closely bound to the life of the people. They will be slow in readjusting to a life of interdependency among nations. Few people today have the vision, the deep understanding and the clear sense of values needed to make the proper selection of international concepts and to present them properly. International problems, like community problems, must be understood in the light of historical backgrounds with all that this implies in the way of deeply rooted tradition and culture.

To live in harmony with others, we must discover the lasting values, principles and truths which can give purpose, drive and inspiration to our attempts to conquer intolerance and narrow-mindedness. Differences in culture, the practice of generalizing on unpleasant experiences, the search for security, the desire for

LORING C. HALBERSTADT

Director of Business and Research
Public Schools, Terre Haute, Ind.

power and the lack of proper evaluation of racial qualities, all lie back of intolerance, racial prejudice and most other problems of the day. Hence, I say, the fate of our country, the shaping of things to be, depends more than ever before upon education.

Earle Rugg* many years ago pointed out some of the characteristics of good and bad citizenship. He called some of them "intra-extra group virtues." Among these are fair dealing, courtesy, self restraint, gentleness, honesty, cooperation and obedience. Outside of this group are found treachery, deceit, stratagem, hostility, arrogance and ruthlessness. All of these have a bearing upon the type of citizen we are.

Mr. Rugg also named certain attributes, such as loyalty, patriotism, service, a sense of justice, leadership and a democratic attitude, which are important. The way we act, the psychological forces which govern our behavior, which make us either a Democrat or a Republican, a good citizen or a bad one, are wrapped up in our social heritage. We must acquire more of the knowledge and more understanding of the disciplines and the faith that make us have the right reactions to life situations, if we are to teach good citizenship.

To me, developing international citizenship is the same problem as that of developing community citizenship. Much of the technic is the same. The former is a problem of acquiring a wider vision than that required for community citizenship. Education must develop that vision. Such ideas as the interdependence of

*Rugg, E.: Some Implications of Citizenship Education, Junior-Senior High School Clearing House 4 (June) 1930.

the peoples of all nations, the brotherhood of man, the choice between reason and force, a society in which all men are equal, perseverance and industry, the give and take spirit, responsibility of the individual, new standards of success and failure and many others are essential to a conception of world citizenship. All of us, including teachers, must develop high ideals and acquire a knowledge of what world citizenship entails so as to inculcate in our children the highest ideals of world democracy, humanity and service.

Loyalties Must Be Redirected

Social studies teachers as well as teachers of other subjects develop patterns of international loyalties, an understanding of social continuity and change and of the social implications of modern science and warfare and can aid in developing the ability to select proper and efficient leaders. Loyalties must be given desirable direction. Race loyalties must not conflict with loyalties to all humanity.

Loyalties always have some pattern of values. The child or the adult must learn to make the proper choice and must be encouraged to reject anything that conflicts with them. He must have a personal philosophy that is in harmony with international ideals.

The atomic bomb is here. It is a product of social continuity and change. How can it be harnessed for peace instead of used for the destruction of mankind? Proper understanding of the forces that motivate our culture is needed. Schools should provide opportunities for a larger participation in socially important activities. With proper recognition, such activities can utilize all kinds of people, things, history, traditions, literature and science. The burden is proper guidance to enable the individual to meet his international obligations. In practicing democratic be-

havior the goal of the common good should be emphasized. Cooperation for the common welfare will recognize the worth of each individual and make him cherish his liberties and accept the responsibility of defending them for himself and for others. If the individual can be brought to realize the duties and responsibilities which his country and the world impose upon him, if he can be led to think of democratic international government and be given opportunities for real leadership and followership in it, he will make a more careful choice in all controversial issues. The school thus can be and must be a more potent force in our democratic life today, locally, nationally and internationally.

A government of the people, by the people and for the people, not of Asia, Europe or the United States alone but of the world, is our ideal. All must know their rights and perform their duties. Solutions of problems must not depend upon guesswork or upon national loyalties. The

quest should be for the truth. Insight will develop choices.

If the individual can develop a social awareness and a sense of values, certain choices which carry low standards of values will be eliminated. The high level for all is a willingness and a consistent endeavor to understand all men better in all circumstances.

Responsible citizens with the courage of their convictions will have the energy to speak for and to fight for the ideals and plans of a better world. Through the use of all means of disseminating information, including the school, the radio, the motion picture, music and literature, the proper ideals and ideas which give promise of a new and better world order, that of peace and civilization, will be promoted. We are convinced that we must have international peace. We must keep on trying to develop the ideas responsible for it.

In this article an endeavor has been made to point out the inadequacy of our present school system

to meet the international problems that face us, although we realize that we have a firm foundation to build on, as we know something about developing citizenship. We will be able to develop international citizenship of a high order only when our present technic is highly developed and coupled with the vision of world citizenship.

Finally, we must recognize the dangers of intolerance to us as individualists, nationalists and internationalists. Careful study of current living conditions of other peoples might help some. If accurate and reliable information can be provided in courses and units of study in schools, colleges, on the radio and in the newspapers, tolerance might be broadened.

All individuals and groups learn through the "melting pot" means or by firsthand experience with others. Contact and association do much for developing intolerance. Schools can do much to instill tolerance if they are aware of their opportunities.

For Greater Safety in Transportation

A FOUR point program for improving safety in the bus transportation of school children as developed by the committee on safety in pupil transportation of the National Safety Council was presented at the thirty-fourth National Safety Congress held in Chicago in October.

Maurice G. Osborne, chief of the bureau of field services of the University of the State of New York and chairman of the committee, presented the program. He stated that the school bus transportation system which began only 15 years ago has now reached the point where 100,000 buses are used to transport pupils. This represents an investment of \$20,000,000. The number of buses required will increase as consolidations become commoner and as buses come into more and more use for adult education programs and outside school activities.

Mr. Osborne proposed that buses might well be used today by institutions of higher learning to transport students, including veterans, who live within a radius of 30 miles of the college they wish to attend and can-



not find housing facilities in the college town.

Some states now have laws which require that pupils be transported and most states require that buses be periodically inspected. Safety features in bus construction and operation are constantly being studied. As further measures of safety, Mr. Osborne described four points relating to transportation in which uniformity should be sought throughout the country. The first need is for a uniform law in all states for the passing of parked school buses by other motorists.

Second, there should be some uniform means of identification of school buses. They should all be painted the same color throughout

the nation and should bear the same marks of identification as school buses. Their tail lights and stop signals should be uniform and uniformly placed. Motorists, in short, should be able to recognize a school bus at once in whatever state they may be driving.

Third, there should be uniformity of roadside signs and signals relating to school buses on all highways, including town and county as well as cross country highways. The placing of these signs and signals should be worked out by competent engineers.

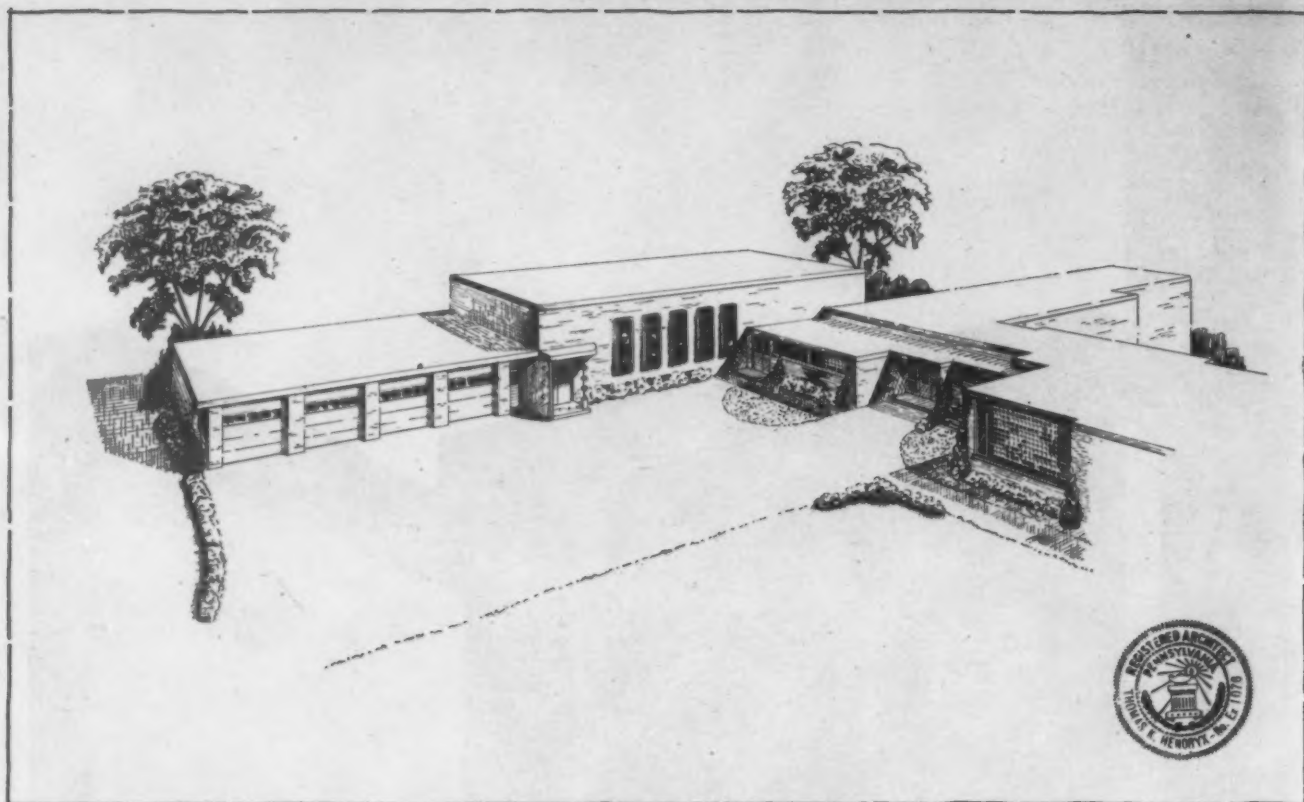
Fourth, there should be uniform codes and regulations relating to school safety patrols and uniformity in the means of identifying the pupils who serve in this capacity so that motorists will recognize them.

Mr. Osborne stated that it would now be the work of his committee to endeavor to bring this uniformity about through legislation. He added that uniformity is also needed in connection with bus drivers and mechanics since these two are the ones on whom safety in transit depends.



Entrance to the M. J. Ryan Consolidated School described on Page 34.

SCHOOLHOUSE PLANNING



The M. J. Ryan Consolidated School, McKean County, Pennsylvania, as it will look when completed.

Modern Design Lends Distinction

**Built in sections this school will form
a compact unit, when completed**

THOMAS K. HENDRYX

Architect, Bradford, Pa.

THE M. J. Ryan Consolidated School in McKean County, Pennsylvania, was named for the man who, for the best part of forty years, served as secretary of the school board of Lafayette Township. The original structure was built in 1938 and contained six classrooms, a combination library and stage and a cafeteria in the basement. At that time, only this much could be built with the money which could be raised by a bond issue based upon the existing property valuations.

Within the next two years, the

only "gusher" oil wells to be struck in the Pennsylvania oil fields since 1880 came in on Music Mountain in Lafayette Township. It is only once in a lifetime that any district is so fortunate. The assessed valuation then jumped from \$648,762 in 1938 to \$3,520,000 in 1941.

Thereafter, it became possible, of course, for school officials in this district to have almost anything they might desire in the way of a school building. The school directors, however, did not "go overboard" and try to see how much they could

spend all at once. For the time being, a garage for the school buses was all that seemed to them to be urgent although they had other things in mind. The approaching war made it seem wise to build only the garage. And this was done, in spite of difficulties in obtaining materials.

The garage was located so that at a future date an auditorium and additional classrooms could be added, as shown in the accompanying floor plans. When completed, the building will be L-shaped.

For the original building, an unusual type of modern architecture was employed. The building was designed to fit the peculiarities of the site. It is constructed principally of brick in variegated shades of tan, with touches of color added both in the brickwork and in the painting, which creates a distinctive appearance. In contrast to the brickwork, all exterior woodwork is of redwood in its natural finish which produces a pleasing and simple decorative appearance.

The main entrance doors, painted a brilliant red, are flanked on one side by a lighting fixture in the form of a pylon which at night gives a startling effect. The school's interior

was planned in accord with the latest ideas in educational facilities. On the main floor, there are five regular classrooms, two of which can be opened up to form an assembly room until such time as the auditorium is completed.

At one end of this floor and on a higher level is a small library which can be easily made available for use as a stage by the opening up of a folding partition.

Each classroom is equipped with wardrobes, built-in metal cabinets for supplies, slate blackboards and panels of corkboard. The building also has an unusually large and attractive primary room which contains, in addition to the facilities found in the regular classrooms, built-in cases for the storage of children's playthings and other possessions. This room has a beautiful floor of mastic tile, a material which

is also used in the corridor of the building. All ceilings are of acoustical tile which contributes greatly to the attractiveness of the rooms.

In the basement is located a large lunch and play room, well lighted and properly heated. Here also are a kitchen, complete with ample cupboard space, serving counter and other facilities, a boiler room coal storage space and a large supply room.

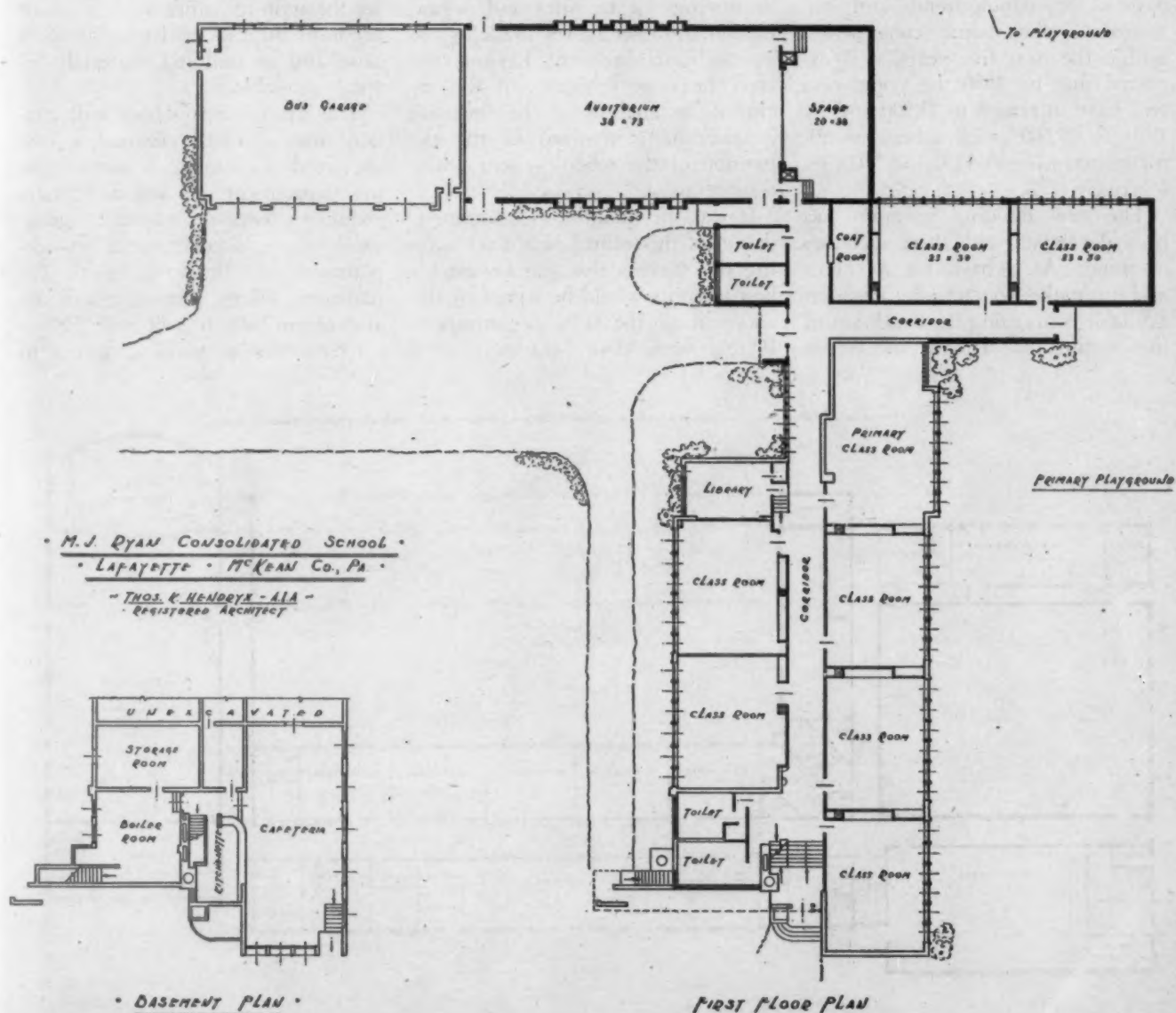
The mechanical equipment of the school leaves nothing to be desired. Water is supplied by a deep well and is delivered to the various plumbing fixtures through copper pipes by means of a large pressure storage tank. Drinking fountains are provided on both floors and the plumbing equipment in general is of the latest pattern and made especially for school use.

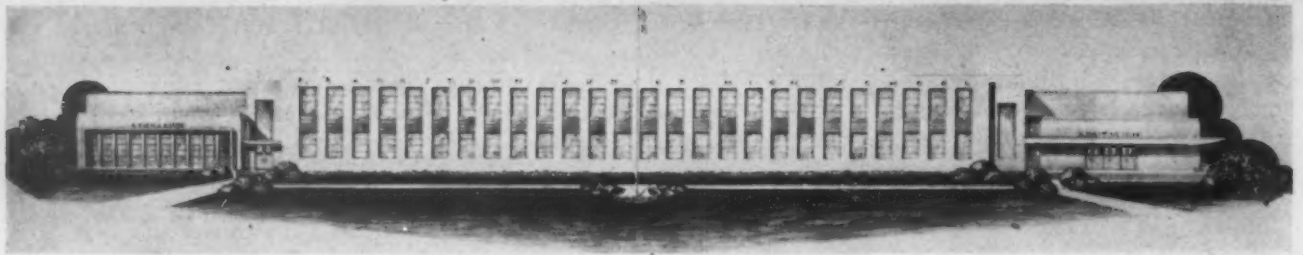
Heat is supplied to the building

by a steel boiler equipped with gas burners but it can be easily changed over to coal fired equipment, if desirable. Heat in the classrooms and corridors is supplied by radiators and all classrooms are equipped with the latest type of unit ventilators which provide a continuous supply of fresh air, properly heated, during school hours.

Classrooms are well lighted with modern fixtures and the entire building is provided with emergency lights which are automatically put into service in case of power failure. Fire alarm stations are conveniently located and program bells have been provided. The entire building has been wired for the later installation of a radio and public address system.

The cost of the original building was \$45,210 and of the garage, \$9500. The estimated cost of the new addition will be \$60,000.





Architect's drawing of the Frankstown Junior High School, Allegheny County, Pennsylvania,

New School Sets Style for Others in Long Range Plan

THE board of school directors of Penn Township, Allegheny County, Pennsylvania, has adopted a new long range building program which will alleviate present overcrowded conditions and will provide more modern facilities for today's pupils as well as those of the future.

Penn Township has a present population of approximately 19,500 and a school enrollment of 3550. On the basis of population trends and estimates of new home construction within the next five years, it is expected that by 1950 the population will have increased to 21,500 and by 1970 to 25,500, with school enrollment increasing to 4450 and 5300, respectively.

The new building program has been developed with these increases in mind. As a basis for its plans and to make concrete information available concerning the condition of the existing school plant and future

situations the school system would be called upon to meet as well as the requirements for maintaining high educational standards, the board of school directors requested that surveys be made.

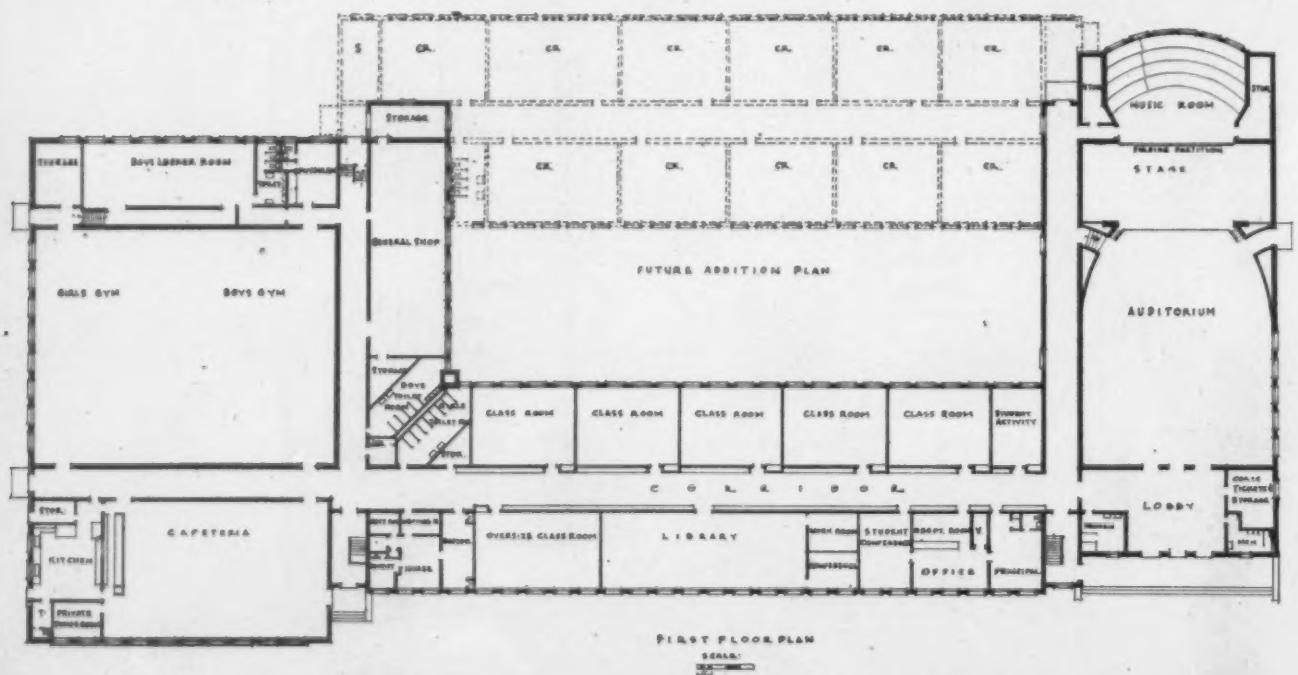
The state department of public instruction and the Allegheny County superintendent of schools' office surveyed the present school plant and made recommendations relative to improving the facilities and organization. Another survey made by the Pennsylvania Economy League covered the same subjects and also included an analysis of the financial considerations involved in the expansion of the school system under consideration.

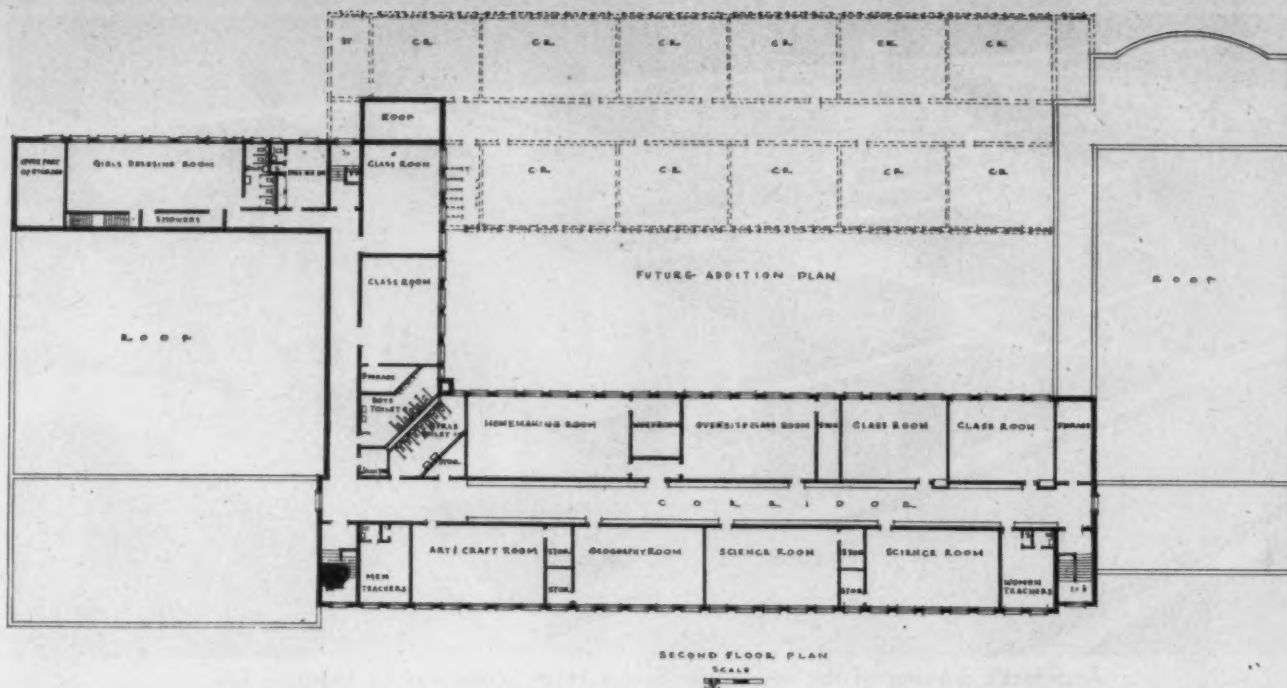
It was the unanimous recommendation of the trained personnel making the surveys that the township's best interests would be served by the adoption of the 6-3-3 organization. If this were done, grades 1 to 6

could utilize the existing community schools. The erection of a new junior high school for grades 7, 8 and 9 would then relieve the pressure in the senior high school as well as in most of the grade schools.

The Frankstown Junior High School shown in the accompanying illustration will be the first unit to be put up under the township's new building program. As such, it will set the style for other schools which are to be built in the future as needs arise and as building materials become available.

The Frankstown school will contain nine standard classrooms, two oversized classrooms, a home making department, an arts and crafts room, a science department, a geography room, a mechanical arts department, a library, a health department, offices, a music room, an auditorium which will seat 500, a cafeteria and a double gymnasium





with boys' and girls' dressing rooms. Joseph Hoover of Pittsburgh is the architect. Fred E. Haines is the supervising principal.

Educational authorities in Harris-

burg have given full approval to the proposed building program and the sites selected for new schools. With no certainty that federal or state funds will be made available, plans

are being based on the premise that the entire cost will have to be borne by the school district and for this purpose citizens were asked to vote on a \$700,000 bond issue.

Built-In Safety for Schools

SAFETY is a factor which was not given the consideration it deserves in the schools of yesteryear nor does it always receive proper consideration today in the planning of schools. It is impossible to circumvent all hazards of life and limb that exist but an architect who understands the dangers and has studied the problem of safety can do much to cut down the accident rate in our public schools.

This was emphasized by H. W. Schmidt, supervisor of school building services of the Wisconsin Department of Public Instruction, at the 34th congress of the National Safety Council in Chicago recently in giving the report of the committee on safety in school plant planning, of which he is chairman.

Fire is, of course, the most spectacular hazard. Outside fire escapes are no longer considered adequate for fire protection. Enclosed fire stairs are safer and schools should be equipped with every device known

which will prevent the spread of smoke and gases as well as flames. Automatic, self closing fire doors are almost a "must." Each floor should have at least two exits, remote from each other, and leading directly to the street. Exit doors should be fitted with panic hardware and should never be locked from the inside. They should have door checks that permit the doors to open full swing and stay there.

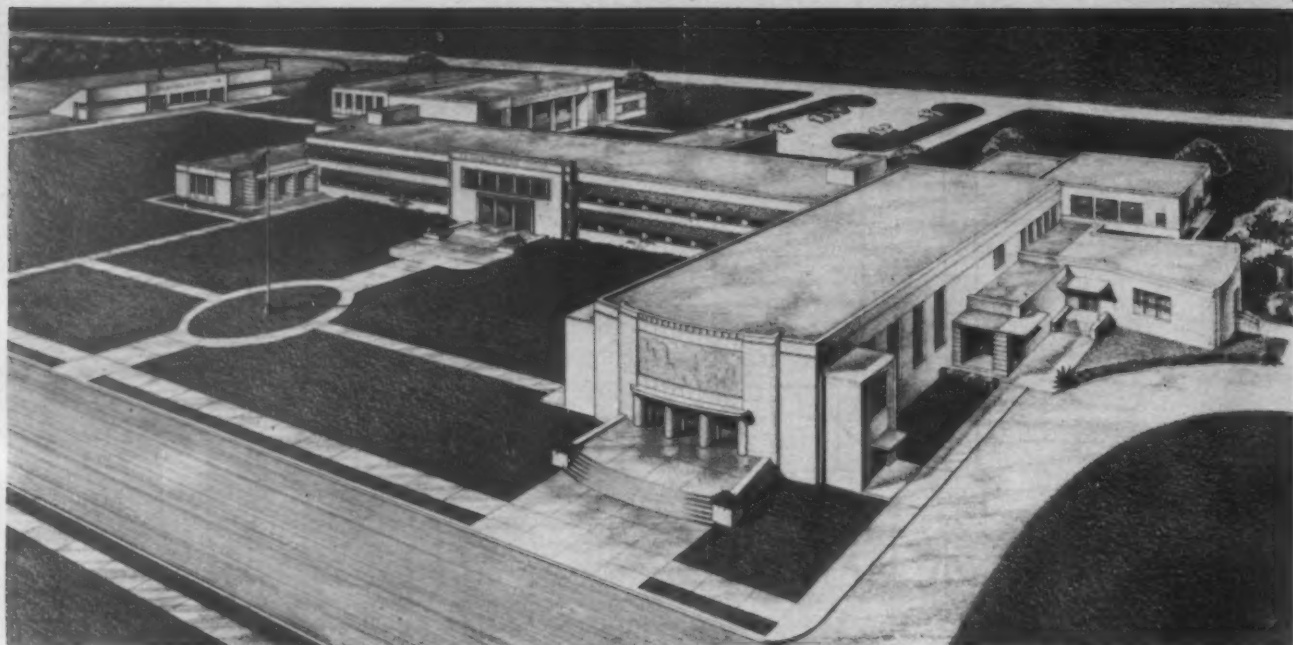
Since fires frequently occur in laboratories and shops, these should be removed to some place outside the main building, as should also the heating and boiler rooms. Even basements should be eliminated since they are too often filled with inflammable materials. Many larger schools now have automatic sprinkler systems as well as fire alarm systems connected directly with the municipal fire alarm system. Standpipes, fire hose and extinguishers should be in clearly marked spots.

Mechanical hazards in a school are

the cause of more accidents than are fires, according to Mr. Schmidt, who cited monumental outside stairs as one instance. When these are covered with ice or with twigs or wet leaves, they are a frequent cause of accidents. As for inside stairs, risers are too high in many instances and treads are too narrow for safety. Short runs of stairs are safer than long runs. All stairs should have safety treads and hand rails as long as the stairs themselves.

Stairs should be wide enough to prevent congestion and corridors should be free of radiators and drinking fountains. Gymnasium walls should be of a material that is resilient so as to avoid injury from bumps. Doors located under basketball baskets are a definite hazard and floors are many times so narrow that players slam into the walls.

Improper electrical wiring is a hazard as far as fire is concerned and improper lighting is a threat to the vision of pupils.



Architect's drawing of the new Junior-Senior High School for La Marque, Tex.

Million Dollar School to Meet Needs of Industrial Area

E. H. BLACK

Superintendent, La Marque, Tex.

ATMAR L. ATKINSON

Wyatt C. Hedrick, Architects-Engineers
Houston, Tex.

THE board of trustees of the La Marque Independent School District, which is located on the mainland of Galveston County near the city of Galveston, Tex., is endeavoring to keep pace with the industrial development in this area by providing an educational program to fit the needs of the pupils.

Within recent years the organization has been changed from a common to an independent school district. The system consists of three schools, namely, the high school with an enrollment of 275, the elementary school with an enrollment of 350 and the Negro school with an enrollment of 190, making a total of 815. Forty teachers, all with degrees, are employed.

Since the present school building is inadequate to meet the needs of the growing community, Wyatt C. Hedrick, architect-engineer of Houston and Fort Worth, Tex., was commissioned to prepare plans for a new junior-senior high school.

These call for a general office wing which provides facilities for the superintendent, the board of trustees, the tax assessor and collector, the high school principal, the registrar,

the psychologist, the guidance director and secretaries.

The main instructional area contains 23 classrooms, a library, laboratories for general science, biology, chemistry and physics and a science lecture room.

For home economics pupils a modern homemaking department is provided which includes a foods laboratory of six unit kitchens, a clothing laboratory and a model home.

Facilities for the fine arts program are elaborate. They include a main auditorium with a seating capacity of 1000 and an auxiliary auditorium seating 200. The stage of the main auditorium is large enough to seat a symphony orchestra. Surrounding it are rooms for instrumental and vocal music, dramatics and speech and a storage room for instruments. The auxiliary auditorium also has a stage and will serve as a little theater where play rehearsals, debates, P.T.A. meetings and visual education programs will be held.

The library consists of a large reading room, a special reading room for research purposes, a stack room, a bookbinding department and a librarian's office.

To guard the health of the pupils, facilities are provided for a health department consisting of a reception room, an office, examination rooms and a restroom. A full time nurse will be in attendance.

The cafeteria is capable of seating 250 pupils at a time; adjoining it are kitchen facilities which include space for food storage and cooling.

Since La Marque is situated in an industrial area, a large shop building and commercial department are planned where pupils will receive instruction in drawing, woodwork, sheet metal work, electricity, welding, forge work, automobile mechanics, blueprint reading, typing, shorthand, bookkeeping and office practice. Inasmuch as approximately 50 per cent of the La Marque boys and girls do not attend college after graduation from high school, this vocational program will equip them to work in the industrial plants.

The gymnasium and swimming pool are in a separate building, where there is a central playing court which can be divided into two practice courts or gymnasiums, one for boys and the other for girls, each fully equipped for a modern

physical education program. There are also a first aid room, an equipment room and a coach's office. The rear wing of this building contains the swimming pool which conforms to the A.A.U. standards and is equipped with bleachers for spectators, toilets and locker rooms.

To assist in carrying out the health and physical education program, an athletic area with a stadium, a quarter mile track, a lighted football field, a practice field, baseball diamonds, tennis and volley ball courts is embodied in the plans.

All buildings will have reinforced concrete framing, with face brick and hollow tile exterior walls. A combination of prismatic glass blocks and windows will provide natural

lighting and give the proper diffusion of light in the classrooms. The roof will be a twenty year built up type. Hollow tile will be used for the interior partitions.

Corridors and toilets throughout the school plant will have a wainscot of glazed tile and floors of terrazzo. Walls will be for the most part plastered and the floors in the classrooms will be of asphalt tile; ceilings will be acoustically treated. In the gymnasium, the floor will be of wood while floors in the locker and dressing rooms will be of terrazzo.

In the shops building, floors will be of wood and cement, walls will be of smooth faced tile and ceilings will be plastered. Buildings will be heated by steam from a central plant.

For the classrooms a lighting system has been designed that will maintain the proper lighting level automatically. This will be accomplished by the use of photoelectric cells which will turn on the lights when the light intensity falls below the minimum requirement for comfortable vision. All classrooms, the library and other areas where pupils are required to do close work will have fluorescent lighting. The lights will also be turned off automatically when no longer required.

All materials to be used in the new school building will assure its long life and provide for sanitation and ease in maintenance. The estimated cost of the plant is approximately \$1,000,000.



Typical housing in Guiuan, Samar.

WAR, typhoons, guerrilla activities and Japanese occupation disrupted the educational and school plant programs in the Philippines. Whereas prewar school buildings were generally constructed of reinforced concrete, the only postwar materials available were bamboo, nipa palm shingles and a limited supply of squared timbers.

In Guiuan, on the island of Samar, a new school which became known as the American School was put up with materials and supervision provided by the navy. It comprises seven one story buildings, placed along the four sides of the 1.64 acre site. Expansion is possible within the limits of the site (see accompanying illustration). The courtyard provides one acre of playground space.

The buildings have a wood framework. Outside walls and roofs are covered with nipa palm shingles, a thatch type of covering; inside partitions are covered with matting woven of palms and grasses. Floors are of wide board planking.

Postwar School in the Philippines

JAMES A. VAN ZWOLL

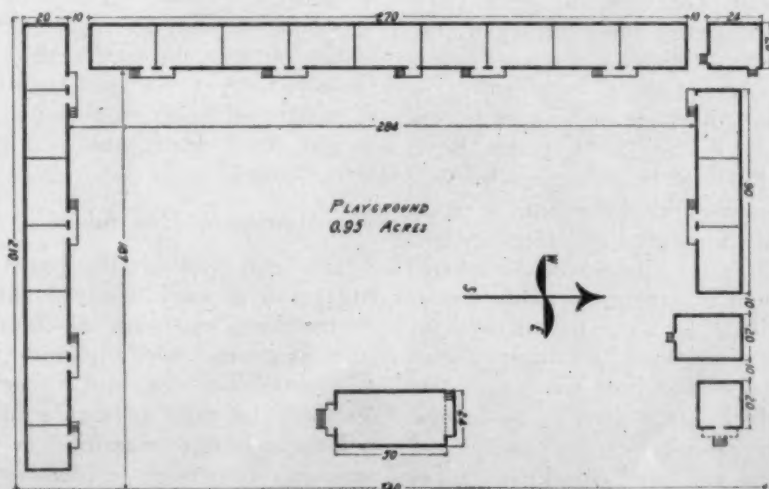
Instructor in School Administration
University of Michigan

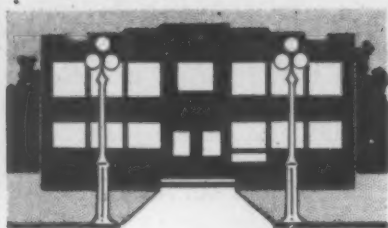
Rooms have no ceilings, only the peaked roof above them. Window openings have wooden shutters but no glass. Each classroom has a door which opens onto the playground but there is no interior means of access from one room to another. Open doors and windows provide the ventilation.

The isolated building on the east side of the site is a social hall used for classrooms, P.T.A. meetings, parties and community events and is the only one of the buildings which has been wired for electricity.

Toilets are of the outdoor type and are located in separate structures across the road from the school. Classrooms are uniformly 20 by 30 feet, each room, except for those at the ends, having five windows and one door.

Salvaged and homemade desks and seats are of conventional stationary design. Each desk-seat unit accommodates two pupils. Each room has about 12 linear feet of standard blackboard. A desk, chair and bookcase for the use of the teacher complete the classroom equipment.





The Building Program Success or Failure

IRA H. DAVEY

E. Post Tooker & Associates, Architects
New York City

THE success or failure of a school building program can determine the course of a community's educational policies for a generation. For this reason it becomes the duty of everyone involved in the planning of school facilities to give the utmost thought to the various problems.

The need for additional facilities rarely, if ever, comes upon a board of education suddenly. Long before the day arrives when the board finds that it cannot adequately house all its pupils, it should have been developing a long range plan for improving and developing its school plant in keeping with the changing needs in education in the community.

Obtain Best Advice Possible

This long range plan should be more than an impractical dream; it should be a practical and economical solution for a situation which has a fair chance of completion. To develop such a plan the best advice should be obtained from the local administrator together with the help of various state authorities. It may even be prudent to engage the services of an outside educational consultant, on either a fee basis or per diem arrangement.

The advantage of an outside consultant lies in the fact that he is less likely to be influenced by local prejudices and will submit a report based primarily on objective data and sound judgment developed through experience in many similar problems. In states having well organized agencies handling problems in school building planning, there should be little need to go beyond these agencies for obtaining aid. It cannot be emphasized too often or

strongly that the so-called "sketch" or study stage of planning is the most important part of the job. Developing the working drawings and specifications is more or less a mechanical process which is delegated to the architect's staff. The fundamental design determines the success or failure of the entire project and should receive the most thought.

The planning of a school building is comparable to staff planning in an army wherein a staff officer gathers all available information for his commander who then decides on necessary action. Material is compiled by the architect from the administrator, from educators, engineers, maintenance sections, material manufacturers and many others. On this he bases his recommendation to the board. Building costs must be considered as well as costs of site preparation, maintenance, utilities and all related items.

A board of education should, of course, engage an architect of proved professional ability at the start of a school building program. While it is customary to give consideration to firms well established in the field of school planning, it is possible to obtain outstanding service through the selection of younger architects of recognized ability who are willing to give their entire time to a particular problem.

Attorney Can Advise

It is also well for the board to engage an attorney who can advise its members regarding all contractual relations, especially with the architects, contractors and real estate owners. The value of such services will be in direct proportion to the attorney's knowledge of educational,

financial and labor laws as related to such a project. Especially at the present time, with planning funds available from federal and state agencies, a qualified attorney can advise as to the legal commitments a board can make.

The problem of schoolhouse planning today is made complex by the fact that costs fluctuate and estimates are almost impossible to determine. However, some reasonable basis should be found for determining an architect's initial fee for preparing plans. If the standard American Institute of Architects' contract is used, a clause can be inserted to set up a definite amount until such time as construction can go ahead. If funds are advanced by a government agency to help finance the planning, it should be definitely agreed that the architect's initial fee will not exceed these funds or that some arrangement will be made for additional funds.

Approach Taxpayers Tactfully

Finally, the presentation of a new school project should be made to the taxpayers with the utmost tact and thoughtfulness. While the preliminary planning is progressing, various leaders of the community should be taken into the confidence of the board. The local service clubs, the parent-teachers' association and others whose aims are for civic improvement should be made to feel that they are a definite part of the program.

While it is, of course, impossible to satisfy everyone, nevertheless, with intelligent handling a large majority of those concerned will work enthusiastically for the success of the project on which they are engaged.

INSTRUCTION IN FAMILY LIVING *will help* *prevent juvenile delinquency*

ARTHUR E. MOORE

Judge of Probate, Pontiac, Mich.

THE American family is rapidly deteriorating as a social entity. The by-product of this trend, juvenile delinquency, may shortly reach a stage where it will prove uncontrollable. The greatest of professions, teaching, must tackle the problem.

I propose:

1. Thorough supervision of the out of school training and activities of the pre-delinquent child and

2. Establishment in our schools of courses in parenthood and family living.

Our present method of handling the delinquency problem is this: we wait until the potential delinquent has committed one or more serious overt acts and then bring him before the juvenile court. This is obviously "too little too late" for by then his behavior pattern is usually so firmly established that correction is always difficult and frequently impossible.

Schools' Responsibility

I am aware that the schools are already overburdened and are without sufficient funds. Nevertheless, they must still assume this responsibility. The reason is simple. Every experienced teacher can generally designate those children with anti-social tendencies who are likely to become delinquents.

If we capitalize on this readily available information and do our preventive social work with young school children, we shall go a long way toward curbing delinquent tendencies in our young people.

The name "visiting teacher" is probably a misnomer. Essentially, such a member of the school personnel should be a skilled social worker or a person who, having demonstrated aptitude, can be given in-service training for the job. I propose that potential delinquents be registered with the visiting teacher assigned to a particular district and that she devote her attention to them, to home visitation and consultation with parents.

In my opinion, the visiting teacher can and should function in the rôle

of "assistant parent," exercising supervision over the known pre-delinquent from the usual close of school to 9:30 p.m. and the child's bedtime. This is not as great a task as it might at first appear. Recent studies indicate that less than 4 per cent of the school population could be classed as pre-delinquents.

Considerable tact would be required in making the home contact for it is readily admitted that, until the child has committed an overt act, there is no legal backing for such supervision.

I am convinced, however, that a major proportion of pre-delinquents will be found in homes of ineffectual parents who would welcome help and guidance. The relatively small number who refuse cooperation could be persuaded to change their attitude by any one of several means at the command of the court.

It would be the function of the well trained visiting teacher, whom we may eventually term "children's adviser," to see that every pre-delinquent child is enrolled in some church or Sunday school activity, is

introduced into such character building organizations as the boy scouts, campfire girls, Y.M.C.A., Y.W.C.A. or the 4-H clubs. Hobbies and recreational activities, especially those stressing team play, should become part of the after school program.

It will be necessary to convince some parents that their "problem child" is really one who has become embittered and defensive because of social ostracism resulting from some handicap which can and should be remedied.

In many another case, consultation with a psychiatrist will be indicated and it should be the duty of the visiting teacher to see that this contact is made and any prescribed course of treatment is followed to its conclusion.

Emphasis should be placed on developing reading and mathematical skills in the lower grades. The teacher's load must be lightened so that she can devote more attention



British Information Services

We must not wait until potential delinquents have committed overt acts.

to the individual and perhaps spend an hour daily in consultation with parents. Then we must make sure that every child learns to read easily and comprehensively. Inadequacy in school fundamentals produces many a delinquent.

The work with pre-delinquents must be started early, especially between the ninth and fourteenth years of life. Every child should be educated through high school but not all should be pressed into the classical college preparatory mold. Even children of dull mentality should be encouraged and assisted to attend school through the eighteenth year but we shall have to revise our curriculums to include courses in the manual arts, trades and services, social living, parenthood, child care and domestic science.

I do not believe that this program would add materially to the school budget but, if it did, we could well afford it. We cannot afford an increase in our rate of juvenile delinquency.

Crime Is Costly to Public

Figure the cost of apprehending, trying and incarcerating the 217,919 inmates of our prisons, the 99,249 in local jails, the 156,000 on probation and the number on parole and it will be understood that the public pays billions of dollars annually for failing to prevent delinquency. No one dares estimate our yearly crime bill in loss of life and property. Then remember that these criminals, after all, are only juvenile delinquents grown up.

Little can be done with shiftless, irresponsible, often immoral parents whose home and family life encourages delinquency in their children. It is with the next generation of parents that we must work. Let us train the present generation of children to be good future parents.

Modern marriage is approaching the point where it must shortly be recognized as a failure. Ignorant and emotionally unstable individuals rush headlong into what both statutory and moral laws regard as the most sacred and binding of all contracts. The result is divorce and the chief product of the broken home is juvenile delinquency.

It is astounding to realize that in the state of Michigan, in 1944, there were 18,356 divorces to 41,678 marriages. In the last ten years, the

divorce rate has risen 21 per cent. In Oakland County there was actually 11 per cent more divorces than marriages. Only a decade ago, there was 71 per cent more marriages than divorces.

Parents are shedding their responsibilities to their children and child care is becoming more and more of a synthetic process relegated to the day care centers, special clinics, private charities and tax supported institutions.

The courts can punish parents for the physical neglect of their children but, because of "parental privilege," the courts can do nothing to stop the inculcation of immoral and criminal propensities in the offspring of delinquent parents.

Ultimately, the child is guilty of some antisocial or criminal act and then we are permitted to start "treatment." This usually consists of sending the boy or girl to a "vocational" or "training" school where we expect some sort of reformation to be effected overnight.

When, naturally, the child is unable to accomplish such miraculous metamorphosis, his custodians are irked. They neglect their assigned rôles as substitute parents and become merely jailers. The child is further embittered, takes full advantage of what he can learn from his companions at the "crime school" and, on graduation, perpetrates felonies which eventually land him in prison.

Cycle Must Be Broken

Such individuals always become parents, usually of large broods. These children, in turn, become delinquents and the cycle starts anew. It can be broken only when the schools undertake the task of preparing successive generations for normal family life and parenthood. Special emphasis should be placed upon such studies between the sixth and the twelfth grades.

The good parent needs to know many scientific, medical, social and philosophical facts about the marriage relationship and parenthood. One may be aware of all the essentials of good child care and yet be a failure in marriage.

Children must understand that boy and girl freedoms, flirtations and the fluctuations of emotional objectivity must cease with marriage. Young people who fail to grasp this

are not ready for that solemn compact. Sex education should be a part of the school curriculum. I am aware that the subject is regarded as a "ticklish" one and that, taught by persons lacking necessary preparation, it can do more harm than good. But the best proof that such instruction can be given is that it is being given here and there and generally with excellent results.

The high school of Highland Park, Mich., is demonstrating what can be done in teaching "education for family living," having to do with the choice of a mate, the roadblocks to happy marriage, the physical and social significance of the mechanism and laws of heredity, the place of bi-parental reproduction in nature's plan, the significance of behavior problems in the child, the fundamentals of homemaking and home financing. Consideration of the causes of divorce is included among the subjects.

Adapt Teaching to Age Levels

Instead of crowding such instruction into one semester of the senior year in high school, I propose that it be spread over six years, beginning with the child of 12 and adapting the material to progressive intellectual levels and degrees of understanding and receptivity.

As a former school teacher and principal, I am convinced that such courses, properly given, would not lead to morbid introspection, as some maintain, but would result in healthy self analysis and lasting profit for the child and adolescent.

Successful marriage and child rearing depend upon a mutuality of interests which can be determined only by a reasonably long engagement. For that reason, I believe that the five day waiting period, before a marriage certificate can be issued, is all too short and I would heartily support any movement to extend this to at least six months, if it was feasible.

It may be found necessary to write a whole new series of textbooks and improvise courses of instruction in sex hygiene, mental health and the sociology of the family but the basis of such materials is already available. You who are educators have taught every conceivable subject except family living. It is the most important of all. Won't you tackle it? You will thereby prevent delinquency.

The problem of the

Overloaded Teaching Schedule

"BUT where can we find the time to teach all these things?" This is the common cry of the teaching personnel as the elementary school curriculum becomes overcrowded with separate subjects and time blocks become shortened in an effort to accommodate each new compartmentalized subject attached to the schedule of a regular teaching day.

Most elementary schools operate five hours a day for five days a week; this means, in effect, 300 minutes a day or 1500 minutes a school week. It means also that under a separate subject matter curriculum various subjects must be scheduled, such as reading, literature, language, spelling, penmanship, arithmetic, science, geography, history, civics, hygiene, safety education, health education, music and art, and in addition such routine activities as morning exercises, conferences, relaxations, recesses and dismissals—all within the daily or weekly time allotments.

Confusion Is the Result

It is neither feasible nor sensible to expect that a school system subscribing to such a compartmentalized program can expect thorough or satisfactory work of its teaching personnel. It is impossible to schedule adequately or to teach effectively 14 or more separate subjects in 300 minutes a day. In systems in which a highly compartmentalized program is in operation, teachers and pupils alike are beset by uncertainty and confusion. Under such a mechanistic approach to instruction, the teacher's enthusiasm and the challenge of the working day, as well as the richness and fullness of the learning experience, are forever lost.

Eliminating certain of the subjects will not solve the problem. In the complex society in which we live, all that is old and valid and all that is new and necessary must be

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retained. Generally, each new subject added to the curriculum is incorporated because it has been discovered to be valid and essential. The one teacher class in which 20 or more separate subjects are covered, and all taught in the course of a regular teaching day, must turn to a teaching program of broad fields or areas rather than subjects. The trend in all forward looking school systems is certainly in that direction.

Only through a fusion of related areas can we hope to retain valid knowledge and teach effectively. This will not mean doing away with separate subjects entirely. It means that where essential skills are unrelated to any broad area of learning, they must be taught as separate subject matter skills. This is particularly true of the teaching of the three R's.

In the public schools of Holyoke, Mass., each teacher is given as a guide a special time allotment form. The form specifies what the elementary school program shall be in

suggested numbers of minutes a week. The program emphasizes the following divisions of learning: (1) reading and the language arts, (2) meaning and use of numbers, (3) experiences in social living and (4) matters of school routine. The first area includes reading, literature, language, spelling and penmanship; the second includes number experience; the third consists of science, the social studies, health and safety education, music and art, while the fourth makes provision for morning exercises, conferences, relaxations, recesses and dismissals. Teachers are encouraged to fuse related subjects in teaching-learning units.

Insofar as it is the main responsibility of the elementary school to teach the fundamentals of reading, writing and numbers, and insofar as these are the basic tools necessary to the solution of life's persistent and practical problems, it is probable that the greatest emphasis should be placed upon teaching the fundamental skills. It is probable, too, that for the most part these skills should be scheduled daily and their social values frequently stressed.

The "Whole Child" Concept

Elementary education, however, is broader than mere concentration upon the development of the basic tools of living and learning. It involves the education of the whole child, "physically, mentally, socially, esthetically and ethically." The auxiliary values inherent in this broader concept of elementary education are best achieved when pupils are engaged in working on a true unit of educative experience.

The term "unit" implies "oneness" or "wholeness" or "fusion" of related areas of learning. The social

HOLYOKE PUBLIC SCHOOLS Holyoke, Massachusetts							
The Daily Program							
Grade _____		Teacher _____					
Date _____		School Year 19__ - 19__					
Area of Learning	Units of Time	Scheduled Daily					Minutes per Week
		Mon.	Tue.	Wed.	Thurs.	Fri.	
Opening Exercises and Conferences							
Number Experience							
Reading and Literature							
Language Arts							
Penmanship							
Spelling							
Elementary Science							
The Social Studies and Related Activities							
Health and Safety Education							
Creative and Expressive Arts							
Music							
Art							
Recess							
Morning Afternoon							
Dismissals							
Morning Afternoon							
Special Teachers							
Music							
Art							

SUGGESTED USE OF THIS PROGRAM

This program is designed to meet flexibility of procedure in the scheduling of time allotments for the various areas of learning in the elementary school curriculum. If the area of learning is scheduled each day mark "x" in each daily column. If the area of learning is scheduled certain days only, mark "x" in the columns where it is not scheduled and "x" in the columns where it is. Suggested for use in the daily time column in the following code: for subjects taught in the morning before noon, 1; for subjects taught in the morning after noon, 2; for subjects taught in the afternoon before noon, 3; for subjects taught in the afternoon after noon, 4.

ISSUED BY THE OFFICE OF ELEMENTARY EDUCATION

The Elementary School Program in Suggested Minutes per Week Based on Current Practice, the Judgment of Specialists and Experimentation

	Reading and the Language Arts					Experiences in Social Living					Routine			
Grade	and										Morning Exercises and	Relaxations and		
	Literature	Language	Spelling	Penmanship	Arithmetic	Science	Social Studies and Activities	Health and Safety	Music	Art	Conference	Recesses	Dismissals	Totals
I	550	100	50	75	75	30	170	75	90	60	50	125	50	1500
II	500	100	75	75	100	45	170	75	90	60	50	110	50	1500
III	350	140	75	75	175	60	200	75	90	60	50	100	50	1500
IV	300	140	75	75	200	60	225	75	90	60	50	100	50	1500
V	250	150	75	75	200	70	250	80	90	60	50	100	50	1500
VI	250	150	75	75	200	90	250	80	90	60	30	100	50	1500

studies are often the core of a unit of work for in this field there is a natural opportunity for the integrating process. It is in the social studies that pupils and teachers, working together, can draw upon several subjects, namely, history, geography, science, health education, safety education, music and art, to achieve meaningful experience.

Many schools have organized their curriculums around large units of work or broad fields of experience in order to give the pupils opportunity to engage in broad, meaningful enterprises. It is through this

broad experience that manners, mores and accepted ideals are best acquired. Only when varied activities and materials are selected on a broad basis, only when they achieve a central purpose and foster integration for the child, will courtesy, honesty, fair play, cooperation, respect for others, freedom, independence and tolerance be truly developed.

Organization of the curriculum around large units or broad fields does not mean a divisionless day. The average teacher will always need some kind of time schedule or

guide, to help her balance the experiences of the teaching day. The daily schedule employed in the Holyoke public schools may be cited as an example of an elastic type of program, one that is nonrigid and provides for variety and balance. It is in line with newer educational practices of promise.

If we are to move forward, we must, as education faces the future, subject to critical evaluation and study curriculum questions of policy and practice. Then and then only can we find the answers to our many puzzling questions.

We Can Reduce Rural Teacher Turnover

E. B. KNIGHT

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University of Tennessee

EVEN in normal times figures show that rare, indeed, is the rural area which can boast of less than an annual 25 per cent teacher turnover. In fact, year after year numerous areas have lost as many as one half of their last year's teachers by the time school bells ring for the new term. This is truly an appalling situation when measured in terms of educational progress and failure to capitalize efficiently on public and private expenditures.

The basic causes of teacher turnover are multiple. Some are unavoidable and cannot be modified or eliminated. However, a large proportion of the conditions responsible

for rural teacher turnover are subject to types of remedial treatment which will materially reduce their importance as motivating factors. To a large extent, these causes can be grouped in personal, financial and professional categories. Their removal may be effected separately or cooperatively by the community, by the local school administration, teacher organizations, the state and the teachers themselves.

The following remedial suggestions are founded upon actual experience supplemented by run-of-the-mine observation.

1. *What the community at large (the public) can do*

Make available adequate, modern housing for teachers.

Entertain teachers socially.

Remember that teachers are human; treat them like "folks."

Express appreciation of work well done.

Recognize school people professionally.

Give them definite community adult responsibilities.

Keep gossip about teachers to a minimum.

Provide local summer employment for teachers, if possible.

2. *What the local school adminis-*

tration (superintendent, principal, board) can do

Give public recognition to individual teacher achievements.

Permit teachers to participate in planning.

Supervise with understanding.

Back up teachers in times of need.

Pay teachers for overtime work.

Capitalize on youthful teacher enthusiasm.

Keep hands off as much as practical.

Provide the best possible buildings and equipment.

Base teacher promotions on demonstrated ability and training.

Discourage community gossip.

Maintain an adequate salary scale.

Inform teachers of proposed changes in plans and policies.

3. What teacher organizations (also teacher training institutions) can do

Develop functioning professional programs.

Present teaching as a service career.

Obtain action on resolutions and recommendations adopted.

Keep teachers informed on the status of the profession.

Carefully select prospective teachers through systematic observation and objective testing.

Maintain professional ethics.

Prepare teacher candidates for situations they will have to face in rural areas.

Organize subject matter courses on a functional basis.

4. What the state and federal governments can do

Require professionally trained administrators.

Establish unemployment compensation.

Provide for adequate pensions.

Facilitate advancement of worthy teachers to larger opportunities.

Give financial support to schools in areas having meager resources.

Insist on high professional standards for rural teachers.

Adopt tenure laws which recognize professional improvement.

5. What the teachers themselves can do

Try to be part of the community.

Develop a professional attitude.

Accept added responsibilities cheerfully.

Keep the spirit of service foremost.

Avoid peddling gossip.

Practice being a good follower in civic activities.

Go more than half way in meeting patrons.

Find the good things in the community. Forget about those that only time will change.

Support judiciously the persons responsible for the administration of the local school system.

It takes more than mere words to bring about an improvement in any physical situation. Therefore, ways must be found to enable the prescribed remedies to act. Those listed as the major responsibility of the community at large can best be fostered through local organizations, such as the P.T.A., civic clubs, church societies and similar groups. A few well placed news articles and informal talks emanating from administrators and teachers will serve to start the ball rolling. However, an occasional push will be needed to maintain momentum. The manner in which school people accept community efforts to make them feel at home will have a great deal to do with future patron activities.

Common sense should convince school administrators of the wisdom of practicing the foregoing suggested procedures. Since a large teacher turnover seriously handicaps the educational program, competent executives and board members must

do all in their power to retain efficient instructors. The human element, including, of course, that intangible quality, personality, is a primary factor. When teachers are satisfied that their efforts are producing results and are appreciated administratively, they will be far less inclined to move at the end of the term. Incidentally, the administrator himself reaps a benefit in the form of greater teacher cooperation.

Teacher training institutions must intensify their attempts to prepare prospective teachers for service in rural areas. Their courses should be taught by rural minded professors who not only possess ample experience in rural living and teaching but also have retained their contacts with rural schools. It is imperative that the subject matter courses (sciences, mathematics, language and vocations) largely present materials which will be directly usable by rural boys and girls. The more the teacher "talks the language" of the community, the better the chance for longer tenure.

Rural people are the salt of the earth. However, unless a teacher believes in them and understands their problems, he should seek employment elsewhere. Whenever teachers are sold on their community and vice versa, turnover will be a relatively minor matter.

Coordinated Recreation Plan

THE city of Long Beach, Calif., has a coordinated plan of municipal and school recreation which has been in successful operation for sixteen years. It is directed by a recreation commission consisting of nine members including the city manager, the superintendent of schools, a member of the city council elected by that body, a member of the board of education elected by that body and five members having no official connection with either the municipal or school administration. The director of health and physical education of the Long Beach public schools, Walter L. Scott, is the director of municipal and school recreation.

The recreation program is planned for all ages. Facilities of the school

system, including athletic fields and tracks, baseball diamonds, handball and tennis courts, gymnasiums, showers, gardens, shops, auditoriums, musical instruments, are used. School playgrounds having approximately 2,500,000 square feet of paved surface are of great importance. School programs are benefited by the use of municipal parks, baseball diamonds, clubhouses, rowing courses, swimming areas, picnic areas, public address systems, costumes, stage properties and recreational centers.

More than 100 activities and organizations are supervised or assisted by the recreation commission, whose budget for the fiscal year 1944-45 was \$235,800. Kenneth E. Oberholzer is superintendent of schools at Long Beach.

How One High School Handles Its Veterans' Problem

RAYMOND C. WILSON

Principal, Murphy High School, Mobile, Ala.

IT IS doubtful whether anyone fully anticipated the quickening flood of young men and women which was to sweep in upon college and high school campuses within so short a time after the opening of the fall semester of 1945 and which was to reach full tide by the middle of the school year.

Various educational organizations, it is true, had been devoting considerable time to a study of the problems which were expected to arise as the servicemen arrived. The bewildered administrator, faced now with the necessity for action instead of academic discussion, was harassed by a host of questions.

Must Answer These Questions

Should he place these veterans in separate classes or try to fit them into classes with younger pupils? Could veterans resume the ways of the classroom readily after years of camp and battlefield experience? What about accelerated programs?

Under the impetus of V-J Day conferences in various cities were held in order to bring school people and leaders of the Veterans Administration together for study and planning. At these conferences only tentative plans were formulated. No one felt that he had the complete answer to the problem facing the schools.

The conference at Mobile, Ala., developed a plan of action for this area which has proved practical. The head of the schools, K. J. Clark, was designated to supervise the entire educational program. Officials of the Veterans Administration agreed to furnish counselors who would guide veterans in making choices with regard to training. The facilities of Murphy High School, as well as those of other agencies, were made available to veterans for either academic or technical type of training.

As the program has evolved, the work of the two counselors from the Veterans Administration has been of special value. The screening which these men were able to do made it possible to channel the veterans into the activities from which they could profit most.

Some were ready for college and were helped in selecting the institutions which best fitted their needs. Others were interested in finishing their high school education and were given assistance in planning their courses. Still others were advised to train for jobs and were aided in selecting those for which they displayed special ability. There were some who were advised not to take any kind of training until they had recovered more fully from their military experiences and some were judged incapable of profiting from any training available locally.

Three Types of Veterans

Murphy High School has received three types of veterans as a result of this screening. One group has taken academic courses leading toward graduation. A second group has been interested in specialized training in the shops or laboratories. A third group has received on-the-job supervision and training from members of the faculty who are coordinators or supervisors.

Administrators of the school have felt from the beginning that separate classes for veterans were not necessary. It was believed that these boys and girls would want to adjust to civilian life as quickly as possible and that any separation would not be helpful. For that reason they have been scheduled with regular pupils and, without a single exception, have appeared to fall into the ways of school life with great ease. Every effort has been made, how-

ever, to enable the veteran to accelerate his program as rapidly as he wishes. He can take as many classes as the schedule permits. He can determine his own pace in class and ask for a special examination whenever he feels ready for it*. Or he can do work under tutors outside of class without charge and ask for an examination.

In only one phase of their school life have these veterans constituted a separate group. A veterans' club, sponsored by a naval officer who has returned to the faculty, was formed in order to provide for their social life; to enable them to work together on such matters as government allowances and the like, and to give the school an organization composed of its more mature students.

What We Have Learned

At this stage of acquaintance with the training of veterans in the school, these generalizations seem defensible:

1. The veteran wants to complete his work in the shortest possible time but does not want to sacrifice thoroughness of preparation for speed. He has been in places where people had to KNOW.

2. He does not want to be set apart from other students nor does he desire favors.

3. The teacher who is a martinet will fail signally with these men who have been fed up with the regimen of military life.

4. The maturity of the student and his consciousness of purpose compensate largely for any gap in the time of formal study.

5. Approximately 50 per cent of the returning veterans taking academic work plan to attend some college.

6. Members of this mature group constitute a real source of school leadership. They are not old men and women to the younger pupils; they are heroes!

At the close of the school year, we were in a position to feel that valuable lessons had been learned in the process of experimentation which should stand us in good stead for the new school year.

*A different plan of acceleration was in progress for the summer of 1946 as 127 veterans were enrolled for a special summer school. Classes were small enough for individual instruction and students progressed at their own speeds.

SMALLTOWN is typical of the thousands of small, predominantly rural communities which dot our land. Founded approximately a century ago, it grew rapidly for a number of decades and then crystallized into a stable pattern of thought and activity which has only recently been disturbed by an industrial expansion within its limits.

Its citizens are industrious and take great pride in the traditions, appearance and accomplishments of their community. They have a high regard for their churches and schools which have served them well through the years and their support of these institutions has been liberal in terms of present day standards.

Public Support Inadequate

The liberal support by its citizens has not, however, protected entirely the educational institutions of Smalltown from the serious fiscal problems which face schools everywhere. This is because of the fact that present day standards of public support for education are not commensurate with the demands which are being placed upon the schools. It is the result, also, of the numerous legal restrictions which have in recent years made the matter of adequate support for public institutions through local taxation difficult.

These factors, plus a limited amount of taxable wealth back of each child, combined to make the problem of financing education in Smalltown particularly serious. Increased revenues were absolutely essential to provide the superior educational program which its children deserved. New school buildings were also necessary to make the realization of this objective possible and to provide facilities for increased enrollments.

In short, Smalltown had reached a fiscal crossroads which made necessary a choice between increased public support with a consequent superior educational service and a continuation of the policy of an easier tax burden with a less complete educational program.

Although the decision was, of course, to rest ultimately with the citizens of the community, those directly in charge of the schools realized that the first step in solving the problem rested, logically, with them. This applied not merely to the matter of initiating legal proceedings

which might lead to increased revenues but, more important still, to the obligation of making the schools worthy of such increased support. This, then, became the point of departure which has launched Smalltown upon the road to better schools.

In considering the matter of seeking increased public support on the basis of merit, the educational authorities in Smalltown soon realized that they would have to revise their own thinking regarding the nature and function of their school.

This rethinking resulted in a conviction, which later served as a basis for a program of action, that the schools of Smalltown contained within themselves the power to improve, in a substantial measure, their own situation with respect to finances. The source of this power was seen to be the children, who are the most precious possession of the community and who provide the finest medium possible for interpreting the schools to the community.

The close relation which is possible between schools and their constituency in a small community was also recognized as a potential advantage which needed to be capitalized upon more fully and the fact that the schools render a service both to the individual and to the community as a whole, the importance of which is easily demonstrated, was regarded as an additional asset which should not be underestimated.

In developing a program of action which would stimulate a more liberal community support, the following steps were considered important.

1. *Smalltown schools would have to provide proof of being worthy of*

more liberal public support by spending wisely all of the funds which were being entrusted to their care and by rendering a more accurate account of such expenditures.

The close relation which exists between confidence and generosity in the public's support of its institutions was here clearly recognized. To achieve such confidence, new accounting procedures were adopted which not only provided the necessary safeguards for the handling of public monies but also made possible a more accurate and complete explanation of the disbursements.

2. *Smalltown schools would have to move from the periphery of community life to the center by breaking down the barriers which tend to separate the school from the community.*

A study of these barriers revealed the interesting fact that many of them arise from the mutual fears and distrust which so often exist between parents and teachers. The solution to the problem was believed to lie in a more carefully planned public relations program which would provide many opportunities for parents to become acquainted with teachers not only professionally but also socially. Teachers were also urged to accept membership in community organizations where they would be in a better position to meet and influence the thinking of a broader group of citizens than was possible through the classroom alone.

These Measures Also Helped

A revitalized parent-teacher association, an adult education program, individual conferences of parents with teachers and carefully planned discussion groups dealing with the problem of home and school cooperation all proved valuable in breaking down the barriers which existed.

3. *Smalltown schools would have to pledge themselves to render a con-*

How Smalltown Schools *won increased public support*

WILLIAM L. BERKHOF

Superintendent, Tecumseh, Mich.

**This article won fifth
honorable mention in The
Nation's Schools contest**

stantly improved educational program based on the expressed needs of the community and carried out in cooperation with representatives of all groups in the community.

This step was regarded as the logical application of democratic principles to the conduct and management of the schools. It was incorporated into the program of action as a result of the conviction that the well nigh universal failure of the schools to embrace, wholeheartedly, democratic technics and procedures in their relations with the public may be one of the most important reasons for the lack of adequate public support.

Change in Policy Had Good Effect

The fact that the efficiency of the schools as the guardians of democracy may well be measured in terms of the faithfulness with which they reflect the spirit of democracy makes this supposition plausible, and the salutary effect of a change in policy in Smalltown gives further evidence of such a possibility.

The application of these principles to school management was looked upon as a continuous process. It entailed the seizing of every available opportunity for evaluating the work of the schools in terms of community needs and desires and the planning of such constructive changes as might be desirable. It included, also, the enlistment of assistance in the planning by representatives of interested community groups and a more nearly complete use of community resources, both personal and material, in carrying out the plans.

4. *Smalltown schools would have to develop into dynamic community agencies interested in the needs of the entire community and provide the leadership necessary.*

Failure of the majority of our schools to adopt this policy is the result, it was felt, of an anemic interpretation of the term "education." Instead of being regarded as something as broad as life itself, education has, in all too many instances, been considered a process which must take place within the four walls of a classroom.

The result has been a general lack of interest by the schools in the life and problems of the community with a resulting failure on the part of the public to appreciate fully the in-

stitution which can easily be made the hub of the community. The secret of success in this endeavor in Smalltown was found to be a willing and active spirit of cooperation between the schools and community agencies in initiating and carrying out worthwhile community projects.

Specific examples today of such cooperative endeavors are the community health program, in which the schools serve as one of the sponsoring agencies, and the summer recreation program, carried out in cooperation with the community recreation board. Programs of this type place the school in the advantageous position of working with adult groups in activities of common interest.

The close relation which exists between such activities and the educational program of the schools also makes of these endeavors a natural bridge for acquainting adults more fully with the work of the schools and developing a fuller appreciation of their needs.

5. *Smalltown schools would have to catch a fuller vision of the power of an adequate public relations program which was constant in its endeavors and which would provide an appeal to all tax groups.*

In developing such a program, it was considered important by those charged with the responsibility of obtaining adequate public support for Smalltown schools that all publicity releases be carefully planned so as to present a true picture of conditions as they existed. Such releases, it was felt, should be purposeful as well as informational.

Furthermore, it was agreed that an attempt should be made to reach and influence all taxpayers in the community through a carefully controlled variety of public relations approaches with special emphasis upon direct contact between the schools and their constituency.

These Questions Helpful

Although it is difficult to evaluate fully the significance of the program of action as developed in Smalltown, it may prove helpful to raise and answer the following questions.

1. Where is Smalltown?

The answer to this question is not particularly important. Of special significance, however, is the fact that it might well be any one of the thousands of small communities which

are scattered throughout our land.

2. Would the program of action as developed in Smalltown be equally effective in these other communities?

The answer to this question may well be an unequivocal "Yes." The principles which underlie the program are universal in the sense that they will operate equally well in any community.

3. Is the program of action effective in meeting the continuing as well as the immediate needs of the schools?

The program was designed, primarily, as a means of stimulating interest in the immediate needs of the schools. The nature of the approach to the problem should, however, prove equally valuable in maintaining public confidence and appreciation which are basic to continuing adequate support.

4. How effective has the program been in Smalltown?

What the Record Shows

The answer to this question may be found in the following record of increased support for the schools. It is significant that all of this additional support has been in excess of the 15 mill tax limitation and required, therefore, a two thirds majority vote.

1939—One additional mill for five years to acquire and improve a suitable athletic and recreation center.

1942—One additional mill for five years for public library support to relieve the schools of this expense.

1942—One additional mill for one year to finance necessary maintenance projects.

1945—Five additional mills for five years to create a sinking fund for school construction purposes.

5. Of what special significance is the Smalltown program of action?

Its special significance lies in the attempt which the school has made to discredit the prevailing idea of Santa Claus unlimited. Instead of developing an attitude of further dependence upon the state or federal government for the solution of its financial problems, it has placed the emphasis upon community responsibility in the conduct and support of those functions which the community desires to control. This, the educational authorities in Smalltown believe to be true Americanism and, therefore, we say: *Hats off to Smalltown.*

Chalk Dust

SONG TO CHIDUNK

*Oh, we're the Chidunk teachers, we have to know
our stuff;*

*We work to please the mayor who is sometimes
slightly rough.*

*We vote the party ticket or a black mark hits our
name*

And if the vote is meager, we're apt to get the blame.

*Oh, we're the "Superintendent's lambs, he balls up
our careers;*

*He keeps us on as substitutes for weary, dreary years.
And when at last we make the grade by toil and grief
and pain,*

*The rules and regulations change—and down we go
again.*

*Oh, we're the Chidunk teachers, the whole world
must agree*

*That there's some place in Beulah Land for sinners
such as we.*

*And when at last we close our books, we hope for
joy and cheer;*

*We know that Heaven's waiting, for we've had our
hell right here.*

« »

BBRR-RR-RR

NOWADAYS in the field of industrial and labor relations there is a great cry and hue about the so-called "cooling off" period wherein, as the heat and strife of conflict become more intense, everyone takes a short vacation before he wades into the fray again.

The average school superintendent can testify to the effectiveness of cooling off as an offensive practice. During his twenty-five years of administrative experience, he has probably held some 24 positions, including the two year period when his board of education couldn't get a quorum.

On each successive September, the superintendent enters his newest job amidst the plaudits of the populace (not including Mrs. Dinglebat who refuses to approve his scholastic aptitudes because of the wen on his nose).

But comes November and the cooling off periods begin. The Taxpayers' League cools off rapidly with the announcement of the new budget. Somehow, it had hoped that the superintendent would be able to run the school on his reputation and the letter of recommendation from his former pastor.

The parent-teacher association cools off when the

chairman of the dance committee gets her pretty little toes stepped on. Little Oswald's vociferous maternal ancestor cools off when the report cards are issued. Thus it goes until at last the board of education begins to realize that it has picked another whoosis and the cooling off period congeals rapidly.

Lest the above seems too pessimistic, let us remind the brethren that there is nothing more broadening than travel and, anyway, you aren't likely to pick a much worse community than where you now are, or at least that's what you think!

« »

We Build a Schoolhouse

BOARDS of education everywhere are making future plans for greatly needed school building programs. But in some communities, just as he did in years gone by, Grandpa Knox rises in school meeting to expostulate: "It ain't fitten to build a marble palace with these bath showers and furbelows and all this other foolishness. The little red schoolhouse was good enough for me. . . ."

Fitten, indeed, it is, Gramp, for we are building not a schoolhouse but a fortress, a haven, a temple, a hope, a dream. Within these walls we shall protect our greatest treasures and guard our most important resources.

We build a schoolhouse as a living memorial to the past, to the men and women who lived, struggled and died that their sons and daughters might grow greater and stronger and wiser than they. We build a schoolhouse as a living promise to the future, that those who follow us may be wiser and stronger and more understanding than are we.

It is fitting and proper that in our schoolhouse we build all the strength, the efficiency, the beauty and the glory that we hope for our community and our America of tomorrow.

« »

Advice to a New Teacher

*Don't do the things you oughtn't,
Hold fast to those you oughter—
And maybe, in the course of time
You'll be a teacher, daughter.*

Frederick J. Mott



Edison Institute, Dearborn, Mich.

The food eaten by children during their lunch hour should be observed, analyzed and recorded.

How Can We Appraise Our Health Teaching?

FLORENCE BENELL

Director of Health Education
The Tuberculosis Institute of
Chicago and Cook County

WHAT should be the goal of a school health program? Should it be to develop a healthy mind and body in children? If so, why?

We take our car to a garage for a check-up and adjustments so that we will get to our destination with the least possible "car trouble." It should be the same with the human mechanism. We should strive to develop the knowledge in children that by having properly working bodies and minds they will "get places" faster and easier than they would if they were below par physically. If the child is given a realistic incentive for maintaining health, it should be more feasible to effect a change in his attitude toward physical well-being.

Start Health Habits Early

The place to start building healthful living habits in children is in the nursery school or in the first grade of elementary school, provided the latter has neither a nursery school nor a kindergarten.

It is not the purpose of this article to deal with methods of health teaching but rather with a method for appraising what such teaching has accomplished. However, the objectives of the program and its appraisal must first be made clear to teachers and pupils alike, for the driver as well as the passengers must know where the car is going.

How, then, can elementary school teachers appraise the changes effected in their pupils' health attitude and

behavior as the result of health education? This evaluation can best be begun by a frank discussion among all members of the staff of what the objective should be for their particular school health program. It is obvious that criteria adequate for a large city school would not apply in a small rural school. There can be no denying, however, that in each instance the primary objective is to change the child's health attitude and behavior pattern so that he may have the most efficient and the happiest life possible when he becomes an adult.

Find Incentives in Environment

In a community in which most children grow up to become farmers, the incentive for developing healthy human mechanisms should be the everyday life around them. The farmer who is healthy can do the best farming. The farms which are in best condition show the best results. Pupils and teachers should come to a clear understanding of why they should check on their well-being regularly and why they should practice the ways of maintaining optimum health.

How can they determine whether or not these objectives are being reached? There are several ways in which this can be done. Let us take an example.

Objective from teachers' point of view: To change the attitude of children from one of "eating the right kind of foods because they are told to" to that of "eating them be-

cause they realize it will build stronger and healthier bodies, which will enable them to be better able to do their work and enjoy life."

Objective from child's point of view: "I will eat the right foods because it will help me in becoming a healthier and happier child."

A Means of Appraisal

The means of appraising the nutrition practices of children may be as follows. These will give only approximate data and trends of action, however.

1. Analyze pupils' daily dietary records for short periods throughout the year; this calls for parental cooperation.
2. Observe, record and analyze the food eaten by children during the lunch period.
3. Record and check pupils' growth and development in pounds and inches.
4. Observe and record the condition of children's hair, skin, teeth, eyes, posture; note signs of fatigue as possible indications of nutritional deficiencies.
5. Check on improvements in eating practices over a period of months and over a year; this also requires parental cooperation.
6. Check on the incidence of digestive disturbances and infections and on the days of absence caused by each. Check these against the eating practices of each child.
7. Observe and record any change in the attitude of children toward food, school lunch, candy, soft drinks.

8. Observe and record the questions asked by children showing their interest in food in relation to growth and development.

9. Determine whether children are able to relate nutrition to general functioning of body.

10. Note the number of children showing a willingness to change their eating habits in order to remedy their physical condition.

11. Determine whether the children during their lunch period feel proud that they have eaten all their meal (a) because it will do them good or (b) because of reward.

12. Do children eat candy between meals? Often? How much?

13. Do children show an interest and participate in the production of foods: growing victory gardens, raising rabbits or chickens, and in food preparation and preservation?

14. Which methods of teaching proved most effective?

15. What relation is observable between factual knowledge of and behavior and attitudes toward nutrition?

Questions for Pupils to Answer

The following questions might be prepared in appraisal form to be answered by the pupils.

1. Did I wake up feeling rested and ready for my day's work this morning?

2. Have I had normal elimination today?

3. How many of the basic seven foods have I had today? Check those eaten.

4. Have I gained in both height and weight this school year? How much? Pounds..... Inches.....

5. Have I eaten my meals regularly this year?

6. Have I eaten breakfast every morning this year?

7. These are the new foods I have learned to like this year.

8. Have I eaten new dishes that my mother prepared?

9. Do I eat candy between meals? How often?

10. Do I drink soft drinks every day? How much?

The following form might be prepared for the school physician to fill out. The result would be a yearly appraisal of the progress made by pupils toward the health goal.

1. Growth and development chart.

2. General physical and mental condition of child.

3. Indications of nutritional deficiencies. Which ones? To what degree?

4. Indications of correction or improvement in these conditions.

5. What questions relating to nutrition does child ask during examination, if any?

6. Is there any change in parents' attitude toward children's eating habits?

7. Have parents shown an increased knowledge of the food and physical needs of child?

Such an appraisal as the foregoing would vary with the individual schools, but it is offered as a basic approach to the problem of evaluating nutritional attitudes and behavior in elementary school children.

In like manner, the other phases of hygiene can be evaluated. This evaluation must be, of course, an overall program and cover the broader aspects of health along with the more specific, for the child is a whole mechanism of interrelated systems, not merely a digestive system. Of what good would it be if he had excellent nutritional standards and a poor attitude toward eye health?

An appraisal of an elementary school health program would do much to improve the general attitude of both pupils and teachers toward the goal of more efficient human machinery for all concerned.

Include Children in Planning

The organization of an evaluating program in a classroom should be based on democratic principles. Only through the full cooperation of all individuals concerned can complete unity in achieving the established health goal be effected. Just as it is important for the success of a business that all workers understand the reasons for annual reports, so must the importance of periodic appraisals be made comprehensible to the entire classroom. And just as it is important to consider the child as a whole in educating him, so must he be considered in a truly effective evaluation program of which health evaluation is one important aspect.

The following questions should be asked by a teacher in seeking to appraise her efforts in terms of results obtained. What responsibilities has the teacher for improving the child's health? How much will an evaluation program help? Does this form of checking on aims offer a suffi-

ciently practical program for the teacher to give it continuous support? In short, why evaluate a health program in an elementary school?

The chief reason, of course, is to see whether the main goal is being reached, namely, a healthy child who will become a healthy adult. The creation of a nation of healthy adults is an ultimate goal which should be stressed from the time the child can comprehend words and during every state of his development. The desirability of becoming an efficient and successful healthy adult, because health makes for security and happiness, must be emphasized over and over.

A Lesson of the War

In times past, teachers were oftener satisfied by temporary bursts of enthusiasm in teaching toothbrush technic or hairbrushing rituals than by the shaping of the behavior pattern of the child in relation to his general well-being. But the war years showed us that when we needed healthy men to defend our country, many could not qualify.

Even today, the traditional pattern of education prevailing in many schools overlooks the broad concept of the whole child. The child's health attitude and behavior pattern are isolated from his learning. There seems to be a policy of detachment toward the importance of acquiring health habits that will persist.

The wholehearted cooperation of all elementary school teachers must be had if we wish to raise our health standards and have more efficient boys and girls, men and women. An important factor in seeking this goal is an evaluation program, which by its very newness is an inspiration for developing a better overall health program in the elementary school. Only through such a program is there a hopeful prospect for the health of future generations.

The only way to find out whether or not we are reaching our objectives is by continuous appraisal of them. Without knowing where our aims are directed or where our efforts have taken us, health education in our elementary schools will be in vain. If the teacher does not seek to determine what changes are taking place in her pupils with respect to their attitude and behavior toward healthful living, she will have little idea as to the effectiveness of her teaching.

NAMES *in the* NEWS

Superintendents

Floyd A. Potter is the new superintendent of schools at Atlantic City, N. J., succeeding **Arthur S. Chenoweth** who has retired. **Mason A. Stratton** replaces Mr. Potter as Atlantic County superintendent.

Donald K. Phillips, formerly administrative assistant to Associate Superintendent **N. L. Engelhard** of New York City, took office as superintendent of schools at Rutland, Vt., July 1, succeeding **William W. Fairchild** who retired after twenty-five years in that position.

Clark Atkins, principal of the high school at Bloomington, Ind., before he joined the army air forces and later the military government staff in Japan, is the new superintendent of schools at Anchorage, Ky.

Elwyn R. Dell has succeeded **Orman A. Kirk** as superintendent of schools at Fremont, Mich. Mr. Kirk has gone to Lakeview, Mich., as high school principal.

M. H. Noragon of Bladen, Neb., is the new superintendent of the Truesdale Consolidated School at Truesdale, Iowa. He succeeds **E. L. Anderson** who resigned to become probation officer for a group of northwest Iowa counties.

Barton L. Kline, superintendent at Gothenberg, Neb., for the last eight years, has accepted the superintendency of schools at Beatrice, Neb. He succeeds **E. L. Novotny** who is now superintendent at Lawrence, Kan.

Ehud Priestley is the new superintendent at Salem, N. J. Dr. Priestley served four years in the army attaining the rank of captain. Previous to this he was supervising principal of the schools of Cresskill, Bergen County, New Jersey.

Albert Dekin has become superintendent of schools at Eastport, Maine, taking the place of **Raymond B. Stewart** who is filling the vacancy in Kennebunk caused by the resignation of **John Carver**.

Lawrence Violette is the new superintendent of schools at Madawaska, Maine, succeeding **Edward McMonagle**. Mr. McMonagle is now state supervisor of schools in the unorganized territory.

Charles H. Connolly, assistant superintendent, has been made superintendent of schools at Troy, N. Y.

William Krum Jr., formerly supervising principal of Roxbury Central School, Roxbury, N. Y., is the new superintendent of schools at Endicott, N. Y.

Leon J. Weiss, formerly principal of the high school at South Fallsburgh, N. Y., has been named to the post of superintendent in the new village superintendency of Fallsburgh.

Oren L. Dayton is the new superintendent of the Brandon Consolidated School at Brandon, Iowa.

Earl J. Brown has been made superintendent of schools at Somers Point, N. J.

Vincent J. O'Shea is now assistant superintendent in charge of the bureau of special service in Jersey City, N. J. **Dr. Julia C. Harney**, assistant superintendent, has retired.

John E. Cullum has become assistant superintendent at North Bergen, N. J., replacing **Clarence W. Riley**.

C. W. McDermith, formerly of Salem, Mass., is the new superintendent in Pasaic, N. J., where he replaces **Theo. L. R. Morgan**, deceased. In Paterson, N. J., **Edwin W. Bramhall** has been made assistant superintendent in place of **James F. Mason**, retired.

Principals



Lloyd W. Ashby is the new principal of the Senior High School at Moline, Ill., and director of the Moline Cooperative Extension Center of the University of Illinois. Mr. Ashby left

the school field for a business connection in 1942. His early teaching and administrative experience was in the Nebraska schools.

James S. Carter is the first full time principal of Phoenix Union High School since the establishment of the junior college at Phoenix, Ariz., twenty-six years ago. Formerly, **E. W. Montgomery** handled both junior college and high school administrative posts but with a \$1,750,000 building program recently approved by the voters, it seemed wise to split the job.

Harold W. McSwane, former principal of Rudisill School, Fort Wayne, Ind., has been named head of Justin N. Study School in that city. **Paul Spuller** left Study School to replace **Robert C. Harris** at James H. Smart School; Mr. Harris retired.

Gloyd Archey has succeeded **Clifford St. John** as principal of the junior high school, Clinton, Ill. He was formerly head of the high school at Nokomis, Ill.

Urban Harken has succeeded **Dr. Robert White Jr.** as principal of the high school and junior college at Burlington, Iowa. Dr. White resigned to become dean of the college of education at Kent State University, Kent, Ohio.

Nelson F. Hurley, a member of the vocational rehabilitation staff of the state department of education, Maryland, has been appointed principal of Jarrettsville High School in Harford County, Maryland.

Reginald Cough, formerly principal of the high school at Easton, Maine, is the new principal of the high school at Winslow, Maine.

Elmer Davenport of Northfield, Mass., is now principal of the high school at Petersham, Mass., where he succeeded **Philip E. Arnold**.

Francis Crane, who as a captain in the army air forces spent two years in the China-Burma-India theater as radar officer, is now principal of Huntington High School, Huntington, Mass.

Joseph J. Carroll, recently discharged from the army with the rank of captain, is the new principal of the high school at Lenox, Mass.

Maxwell D. Ward has succeeded **Harold Louder** as principal of Williams High School, Oakland, Maine. He was principal of the high school at Clinton, Maine, for four years.

Alton U. Fransworth, formerly athletic director at Liberty, N. Y., is now supervising principal at Kerhonkson, N. Y.

Uel W. Ross of Hartford, Ky., is the new principal of Central School, Henderson, Ky.

Harry C. Nuessle, formerly principal of the high school at Clifton Heights, Pa., is the new principal of the high school at Flemington, N. J.

(Continued on Page 92.)

Legislative Round-Up for 1946

HARRY N. ROSENFELD

Special Assistant to the Administrator
Federal Security Agency

ALTHOUGH 1946 was not a year in which most state legislatures held regular sessions, much of general interest was enacted in the 24 states which had sessions.

Educational Studies and Surveys. Legislative developments in education are often the result of studies or surveys initiated by state legislatures. Several legislatures have set such studies in motion. The responsibilities placed by them on their study commissions indicate the variety of problems covered.

Georgia's legislature, for example, noted reports "that the school system now faces the worst crisis in its history and is unable to provide the educational facilities due our children" despite an increase in appropriations from \$7,500,000 to \$25,000,000 in ten years. It set up a legislative committee to study the common schools, determine the causes of the crisis and propose a remedy by January 1947.¹

Louisiana's legislature authorized the governor to appoint a special educational committee, with members chosen from the legislature, to survey the need for improvements in kindergartens, primary and secondary schools, colleges and universities.² New York extended the life of its legislative investigating committee and authorized the committee to study the necessity for a revision of the state's education laws and to make legislative proposals and recommendations.³ New Jersey established a senate investigating committee to investigate the finances, affairs and operations of any state department.⁴

California established a legislative joint committee on preschool and primary training to study the needs for child care centers, nursery schools, kindergartens or other forms of preschool and early school training as

a permanent function of the educational system of the State.⁵ And West Virginia's legislature set up an interim committee, composed of members of the state legislature, to study matters pertaining to veterans' affairs; the resolution specifically mentioned curriculums and facilities at colleges for veterans.⁶

Veterans. Mississippi sought to assist veterans in benefiting from their rights under the G.I. bill by giving state assistance to institutions to get them started. It set up a \$2,000,000 vocational and educational revolving fund under the state building commission to promote and develop the training of veterans by facilitating, encouraging and helping to defray the initial costs of providing satisfactory and suitable accommodations, materials, supplies, equipment and instruction.⁷

Advances of monies to institutions are to be repaid to the fund upon receipt by the institutions of federal funds under the G.I. Act. One million dollars is to be used to provide buildings, accommodations, materials, equipment and supplies to effectuate the G.I. Bill of Rights in institutions of higher education, public junior colleges and other qualified educational institutions and \$1,000,000 is to be used as a revolving fund for lending to such institutions.⁸

Maine authorized its vocational education board to establish a state technical and vocational institute to promote specialized training for World War II veterans and others with special aptitudes.⁹ California appropriated \$75,000 to the state board of education for an apprenticeship program for veterans¹⁰ and authorized school boards (subject to regulations of the state board of education) to provide veterans with certain types of correspondence instruc-

tion to meet their requirements.¹¹

Connecticut adopted an extensive act providing temporary housing for veterans through public housing authorities. This act includes a provision that upon proof by proper state agencies of an immediate need for additional educational facilities for students and educational staffs allotments up to \$1,000,000 may be made on approval by the governor and the finance advisory committee.¹²

Public Works. California's legislature set up a vast public works program, including schools, and appropriated \$90,400,000 to prevent or alleviate unemployment.¹³

Liberalizations of Law. New York liberalized its state aid formula by providing that the average daily attendance, which is a basic factor in the formula, will include pupils in attendance at part time cooperative schools or apprentice training schools who are regularly and lawfully employed.¹⁴ New York also authorized free nursery schools for children aged 3 and above.¹⁵

General Reorganization. West Virginia considered constitutional amendment for the reorganization of the state board of education, one of the changes involved being the substitution of an appointive for an elective state superintendent.¹⁶ And Mississippi enacted a general act to reorganize the state department of education.¹⁷

Interdepartmental Cooperation. Mississippi appropriated \$54,000 for the state departments of health and education, in equal portions, to be used in cooperation with two designated foundations in carrying out a program of coordinated school, health and nutrition services.¹⁸ Massachusetts authorized a child guidance social worker of the child welfare division of a city department to act also as supervisor of attendance in schools.¹⁹

Virginia authorized a joint study relative to the educational and welfare needs of certain nonresident school children in foster or other care within the state.²⁰

¹Ga., Gov.'s Act 83, L. 1945, approved January 31, 1946. (Citations are to 1946 laws unless otherwise indicated.)

²La., Act No. 38.

³N. Y., Assembly Resolution 122.

⁴N. J., Sen. Res. 1.

⁵Calif., Resol. Chap 60, 1st Spec. Sess.

⁶W. Va., S.C.R. 3X.

⁷Miss., H.B. 368.

⁸Miss., H.B. 369.

⁹Me., Ch. 381, 1st Spec. Sess.

¹⁰Calif., Chap. 48, 1st Spec. Sess.

¹¹Calif., Chap. 115, 1st Spec. Sess.

¹²Conn., P.A. 3, Spec. Sess.

¹³Calif., Chap. 20, 1st Spec. Sess.

¹⁴N. Y., Chap. 629.

¹⁵N. Y., Chap. 891.

¹⁶W. Va., S.J.R. 1-X, 1st Spec. Sess.

¹⁷Miss., H.B. 513.

¹⁸Miss., H.B. 994.

¹⁹Mass., Chap. 388.

²⁰Va., H.J.R. 10.

Current Decisions on School Law

M. M. CHAMBERS

American Council on Education

Construction and Repairs by Board's Own Force

Ruling: *The St. Louis board of education may use its own maintenance employes for necessary construction, alteration and repair of school buildings and its power to do so is not at all affected by the statute which requires all contracts for work costing in excess of \$50 to be advertised and let to the lowest bidder.* Contracting Plumbers' Association of St. Louis et al. v. Board of Education of St. Louis et al., (Mo. App.), 194 S. W. 2d 731 (1946).

Case: The building maintenance staff consists of about 160 skilled workers in various trades, attending to the upkeep of some 153 school buildings. Many repair and alteration jobs cannot be satisfactorily let by contract because it is impossible to know even the approximate cost or difficulties involved until the work is actually in progress. Consequently, the board has many small jobs (up to a maximum cost of about \$4000 in practice) done directly by its own maintenance force more promptly and at less expense than would be possible under the contract system.

A suit to enjoin this practice was grounded on a misreading of the applicable statute, which merely requires all contracts above \$50 to be let to the lowest bidder and does not specify that all jobs costing more than \$50 must be so let. Hence, the suit failed, and the court cited cases to the same effect involving similar questions in Roanoke, Los Angeles and Detroit.

Comment: It is a healthy note that a city school system, a great public enterprise and efficient going concern, is not forced into dependence upon private contractors for petty construction and repair jobs which can be done more economically and

quickly by its own regular employes. Schools are not operated to provide juicy contracts.

New York Tenure Has Teeth

Ruling: *When a permanent teacher asks for and receives a year's leave of absence for reasons of health and subsequently complies with a rule of the board of education by presenting herself to the school health officer for physical examination and obtains from him a certificate of good physical condition, the board and the superintendent of schools cannot terminate her service by ignoring her requests for reassignment as a teacher.* People ex rel. Patterson v. Board of Education of City of Syracuse et al., (N. Y.), 67 N. E. 2d 372 (1946).

Case: The leave of absence without pay became effective May 9, 1942, to expire one year later. Four times at wide intervals during the year the teacher requested notice of reassignment, making her requests in writing by letter or telegram. One such request was merely acknowledged and the others were entirely ignored.

After having telegraphed her availability May 9, 1943, and receiving no reply, she telephoned the president of the board and eventually on July 30, 1943, she received a letter from the superintendent of schools stating that in his opinion she no longer had tenure of position. One more written request for reassignment, made Aug. 2, 1943, was ignored.

The tart words of the court of appeals seem appropriate: "No explanation is made or even offered in the record or brief submitted by the respondents for their extraordinary conduct." Consequently it ordered: "Unconditional reappointment of the petitioner to the first vacancy for which she is qualified, to be effective

as of May 9, 1943, with the credited teaching service and compensation which she would have had, had she been reappointed to the first vacancy on or after May 9, 1943, less any compensation earned by her since that date."

On the board's contention that a second physical examination should be required, the court was explicit: "It [the board] may not now, nearly three years after its claim of abandonment, when the health of the petitioner may not be as it was on May 9, 1943, demand a physical examination as a condition of reappointment." However, "The petitioner, after such reappointment, may of course be examined just as any other teacher in service if a charge be made that she is physically unfitted to teach."

Comment: There may be more facts pertinent to this case than meet the eye here but in any event it may be said with assurance that an attempt to deprive a teacher of rights by a policy of cold-shoulder neglect is almost always an administrative mistake. The humane feature of the tenure laws is that they require issues to be made clear and doubt to be dispelled by forthright procedure.

Don't Forget Public Schools Are State Agencies

Ruling: *By the Tennessee General School Law of 1925 all school districts are made parts of a statewide system of education and the funds apportioned to them for annual operating expenses do not become their property but belong to the state until properly expended; and no district can assert any beneficial interest in them except through the agency of the state commissioner of education.* Garner et al. v. Scales et al., (Tenn.), 194 S. W. 2d 452 (1946).

Case: The Franklin district in Williamson County allegedly discovered that the annual apportionments of state and county school funds, as computed by the county superintendent of schools, had been inaccurate for many years, resulting in an aggregate underpayment since 1925 of some \$47,000 to this district, and sued to recover this sum.

Pointing out that "the issues involved affect the entire scholastic population of the county" and that the case was not of an emergency character, the court refused to decide it unless brought in the name of the state commissioner of education.

Comment: Here is a step in the commendable trend toward establishing substantial administrative authority in the chief state school officer to afford him a chance to discharge his responsibility for efficient management.

Dismissal and Reemployment of Tenure Teachers

Ruling: Under the California tenure law, when student enrollment substantially decreases, boards of education may dismiss permanent teachers excess to the needs of the district, in reverse order of their seniority and in accord with their respective classifications as to subjects and departments. Upon subsequent increases in enrollment, such teachers qualified and desiring reappointment will be reappointed in order of their seniority and classification. A war-time statute provides that reappointees who were dismissed on account of war conditions shall have their absence treated as authorized leave, with no break in the continuity of their service. *Koblik v. Los Angeles City Junior College District et al.*, (Cal. App.), 169 P. 2d 657 (1946).

Case: An art teacher on permanent status was dismissed from the junior college in May 1944 because of current and prospective heavy decreases in enrollment, owing in part to the withdrawal of the army specialized training program. In August he was reemployed as a substitute teacher at \$298 per month, and in January of the following year he was restored as a permanent teacher at \$385. He then sued for classification as permanent from the date of his first reappointment in August and lost

the case on the simple principle that the board, in the exercise of its discretion, need not have reemployed him at all until it was ready to restore him to permanent status.

Comment: A board of education, as repository of an important public responsibility, necessarily has a considerable sphere of discretion within which to determine the needs of the community and the schools. It would be well if the significance and breadth of this function were better recognized everywhere.

"Tenure" Is Misnomer in Many Illinois Districts

Ruling: Illinois school districts governed by "boards of school directors," as distinguished from "boards of education," have full discretion to terminate the services of teachers by notifying them on or before April 25 of the year in which the current contract expires. Thus, the so-called "tenure law of 1941," as applied to these districts, is merely a "continuing contract" law, providing no permanency of tenure. *Pack v. Spolder et al.*, (Ill.), 67 N. E. 2d 198 (1946).

Case: On April 21 of the year in which her current contract was to expire, a teacher in a "board of directors" district was notified that she would not be reemployed. Alleging that this notice was insufficient to terminate her service, she asked the court to reinstate her for the ensuing academic year. It appeared that the board had stated no good reason for its decision; but this, thought the court, is not required by the statute, which makes no provision for a hearing on the reasons assigned and gives no right of appeal to a higher administrative body.

The court was somewhat apologetic regarding the state of the statutes for it took occasion to praise the principle of real tenure laws as "to the advantage of the public, the teachers and those employed with the administration of school affairs" before justifying its decision by saying: "Courts have no power to read into a statute something that is not within the manifest intention of the law making body as gathered from the statute itself."

Comment: The real difficulty here is that a good tenure law is practically impossible to administer if applied to a patchwork of thousands

of independent school districts too small to employ a sizable teaching staff and thus afford to some degree the flexibility of assignment which is necessary under a tenure system, human nature being what it is.

Not only Illinois but also Indiana, California and other tenure states have relaxed or abolished the application of their tenure laws in school districts smaller than specified sizes. The one room school district and tenure do not go together. If every school district were as large as a county, as it should be, there would be little trouble in enacting and administering good tenure laws. The too small district is the cause of many ills.

Substitute Teachers Gain No Tenure Rights

Ruling: The California tenure law defines substitute teachers as individuals having no positions of their own but employed from day to day to fill jobs temporarily vacated. Thus years of continuous full time service as a substitute teacher are not equivalent to service as a probationary teacher and do not import any tenure rights. *Ham v. Los Angeles City High School District et al.*, (Cal. App.), 169 P. 2d 646 (1946).

Case: A substitute teacher who actually taught continuously from 1938 to 1945, substituting successively for other teachers who were on a year's leave of absence, and was thereafter appointed as a probationary teacher sued for permanent status on the ground that his years of continuous prior service exceeded the required three years of probationary service. Inevitably, his petition was denied on the basis of the clear statutory distinction between substitute and probationary status.

Comment: The system of employing substitute teachers is and always has been a fertile source of personal hardships and administrative griefs. It is an anachronism. Large schools and large systems should employ sufficient regular staffs to handle normal absenteeism by temporary internal shifts among regular personnel. Teachers doing "substitute" work, when not fully occupied, could be profitably employed as trouble shooters and enrichers of the school program by service as "helping teachers."

THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

Philadelphia Has Cafeteria Plans

MARGARET CROZIER

Manager, School Cafeterias
Board of Education, Philadelphia

IN PHILADELPHIA we have 39 high and junior high schools and four vocational schools, each of which has a pupil cafeteria and faculty service. Many pupils in the elementary schools are able to go home for lunch, but we have cafeterias in 18 of the elementary schools.

The board of education supplies the original cafeteria equipment. However, it is up to us to maintain this equipment and replace it when needed from funds derived from the meals that are sold. The plans of the area allotted in a school for the cafeteria are submitted to our department and we make out the layout and write the specifications for the equipment we desire.

A graduate dietitian is in charge of each high, junior high and vocational school food department. Service in the elementary schools is managed by well trained women, most of whom have had experience working under dietitians in the higher schools. We have three supervisors in the department who visit several schools daily and give help to the dietitians.

Central Office Buys Staples

The central cafeteria office is located in the board of education administration building, where there is a corps of eight clerical assistants. The buying of groceries, canned goods and staples is done through the central office and purchases are made in large quantities on a competitive price basis by public bidding. Perishables are ordered weekly by the dietitians through the central office.

When food is plentiful, so that dealers submit their prices weekly, purchases are also made on a competitive price basis.

Orders for ice cream, milk and bread are given out on a yearly con-

tract. Each afternoon the dietitians telephone the dealers their orders for ice cream, bread, milk, fresh fruits and vegetables. The dray slips for deliveries are sent by the dietitians each week to the central office where they are used to check the bills.

In a normal school week we use approximately 50,000 half pints of A milk; 22,000 quarts of bulk B milk for cooking and the making of cocoa milk; 21,000 quarts of ice cream; 27,000 pounds of bread; 10,000 dozen rolls. Half pints of A milk are sold to the children practically at cost. We serve approximately 103,000 children daily.

In 1945 we consumed 34,000 pounds of macaroni; 30,000 pounds of spaghetti; 30,000 pounds of cocoa; 151,000 pounds of sugar; 12,000 No. 10 cans of tomatoes.

Our business is increasing beyond all expectations. Every day more children are buying hot lunches so that we find in many schools the cooking and serving equipment is inadequate. Parents are recognizing the fact that the hot lunch served at school is valuable to their children's health. This increased business means, of course, that we must purchase additional equipment as soon as it is available.

We are careful in the selection of dietitians and the women who work under them. Dietitians and workers are given a medical examination twice a year by the board of education physicians. There are one or more bus boys in each school to help with the heavy work and run the mechanical dishwashers. Many of these helpers have been with us for fifteen years and a few for more than twenty years.

Each day we prepare and serve for the children two hot main dishes, well balanced with proper vegetables.

Popular hot dishes are beef and lamb stew, shepherd's pie, meat cakes, hot roast beef sandwiches and gravy, baked beans, sauerkraut and vegetable platters. We also serve soup, sandwiches, cookies, milk, cocoa milk, orangeade and desserts, such as fruit gelatin, pudding, gingerbread, plain cake and ice cream.

The average attendance in our junior high schools is from 1800 to 2000. In these buildings the cooking equipment, which we find adequate, consists of two hotel ranges, one open top and one closed top, a salamander, a bake oven and a steamer, all heated by gas.

We do not bake bread or pies for the pupils. The bake ovens are used for making cakes for the pupils and cake and pie for the faculty, for roasting meat and cooking meat cakes for the pupils.

Meat Cakes Popular

One of our most popular dishes is meat cakes made from fresh hamburger, when it is available. These are cooked on large baking sheets in the ovens and are served to pupils in a roll. They bake well and we are able to cook a greater number in this manner at one time and with less shrinkage than we could do by cooking them on top of the stoves.

In one of our high schools recently we prepared approximately 2000 meat cakes for lunch. More than 400 were baked at a time every twenty minutes at a temperature of 425°. If these had been cooked on top of the range, it would have taken several hours to complete the job.

Our kitchens are well equipped with labor saving devices and we have two maintenance men who keep these machines in good order.

Most of our schools are equipped with double tank stainless steel dishwashers. Dishes are first scraped in the dishwashing room, then stacked

From a talk before the American Gas Association sales conference on industrial and commercial gas, at Toledo, Ohio.

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in the trays and pre-rinsed with lukewarm water. Before they go into the wash compartment of the dishwasher, they are almost clean. The wash tank contains dishwashing powder and the water is kept at a temperature of not over 130°. Thermometers are on all the dishwashers so that the water temperature can be controlled.

After being thoroughly washed, the dishes move along to the rinse tank where the water is always above 180° and preferably 200°. The final rinse spray is controlled with a steam valve and is between 200° and 212°. When the dishes finally come out, they dry instantly because of this intense heat and are picked out of the rack by workers who wear white cotton gloves which are boiled each afternoon. All dishwashing rooms are equipped with fluorescent lights which makes it possible for the women to examine the clean dishes carefully.

School Farms Are Used

During the war, our board organized a selective agricultural course in the senior and junior high schools, starting in the last year of junior high and continuing through the senior high. The board of education owns two farm schools on the outskirts of the city, one of 96 acres and the other of 28 acres, and it was decided to use these farms for the practical application of the theory taught in the classroom. The boys were sent to the farm part of each week during the spring and lived and worked on the farm all through the summer. When school opened in the fall, they returned to their studies and part time farm work. This course has grown and become exceedingly popular.

The problem then presented itself as to how the food raised on the farms might be conserved and our cafeteria department was asked to cooperate in canning as much of it as possible. Enough of the canned food is set aside to be used in the two farm schools all during the winter and the rest is bought back at cost from the school board for the school cafeterias. The money received is used to purchase seeds and equipment for the farms.

Last year we canned 6000 quarts of vegetables, part of which were used this year in the smaller elementary schools where quart size

jars are economical. We now have a poultry house on one of the farms and chickens are being raised. We also have four cows. Fruit trees and berry bushes have been planted. With this expansion of the farm program, we expect to have more food to can in coming summers.

This brings us to another problem. As soon as we are able to purchase the equipment, we hope to recommend to the board the installation of quick freezing units at the farm schools. Then, instead of canning the fruits and vegetables, we can quick-freeze them as they are brought to us from the farms.

At present we do not have sufficient facilities in our school kitchens to store frosted foods but as soon as we can install the equipment we hope to do so in our present cafeterias and we shall certainly include it in the plans of any new schools to be built. With the schools thus equipped, we will be able to store the frosted fruit and vegetables received from the farms.

At present, we use frosted vegetables as much as possible. Conservation of all vitamins in the preparation and cooking of food is the concern of everyone interested in food and diet. Quick freezing does this and the cooking of the frozen vegetables in pressure cookers continues the conservation of the vitamins.

Cooking of Vegetables

The food is cooked in a short time at 15 pounds' pressure with a minimum amount of water. Flavor and color are preserved and when the vegetables are cooked they are as close as can be to their original condition. It is true that only a relatively small quantity can be cooked in this way but we keep cooking during the lunch period and keep the vegetables

hot in dishes on the steam tables. The board of education will build new schools as soon as labor and materials are available and the plans for the kitchens and lunchrooms are being submitted to us by the architects. This is highly practical and helpful. In one instance, the store-room as planned was located at the point farthest from the door through which supplies would be delivered, and the cooking ranges were close to that door. At our suggestion these two areas were reversed.

Planning for New Schools

In planning for new schools, a committee has been formed to formulate ideas and work on the layouts. This committee consists of a doctor from the medical division, an assistant from the department of fine and industrial arts, two department heads, a principal from a senior high school, one counselor, three teachers, a supervisor from the home economics department and two district superintendents. It is felt that persons working in the schools know better what is needed than the heads of departments who are at desks in the administration building. Specifications are written around all the equipment which we should like to have and which past experience has proved will be acceptable. However, items are advertised for public bidding and we must accept those that meet specifications.

The smooth and coordinated operation of our school lunchrooms is helped greatly by the cooperation of the board of education and of the secretary and business manager. Having funds to buy in large quantities, the approval of the board for our purchases and an adequate warehouse for storage purposes contributes largely to the successful operation of our cafeterias.

Economies in Buying

Take a crate of oranges out of the refrigerator and let the fruit stay at kitchen temperature for several hours before squeezing. In that way, you will get much more juice.

Buy bacon of a standard brand sliced 22 pieces to the pound, if you want to buy economically.

If you buy lettuce by the crate you will lose much from the loss of outside leaves. It is more economical to order

12 heads of medium sized lettuce and 24 heads of romaine for salads.

Frozen peas will cost 20 per cent less than "fresh peas" picked two weeks ago.

Buy fresh vegetables by so many pounds to the bushel, not by the bushel.

The foregoing purchasing hints spring from the experience of a master restaurateur, Ernest M. Fleischman, vice president of D. A. Schulte, Inc., of New York City.

AUDIO-VISUAL AIDS

New York Center Has the Answers

NEW YORK CITY now has an Audio-Visual Aids Information Center where teachers, educational workers, community group leaders, members of parent-teacher associations and others can obtain answers to such questions as where to get color filmstrips, where to rent classroom films, where to see and compare projectors, where to borrow

visual aids and a place to which teachers and students can come to see and discuss recent developments in equipment and materials of instruction. Catalogs from many companies are in file cabinets; charts, maps, posters and flat prints are arranged on display racks; large work tables are available so that teachers and students can sit down, examine mate-

IRENE F. CYPHER

Supervisor for Audio-Visual Aids
American Museum of Natural History
New York City

described films suitable for use in the social studies, science, home economics, anthropology and language arts. Appearing on the display racks are charts of the American Dental Association, Pan-American Airways, British Information Services, General Electric Company, the conservation division, U. S. Geological Survey and a host of other organizations all of which have material for teaching purposes. The bureau of visual instruction of the New York City board of education has a display showing the work being done by it for the schools of New York City.

The center has asked the various companies and sources to deposit, whenever possible, representative samples of their materials, so that teachers can see what these aids are and what kinds of films, slides, pictures and models they can expect to receive. Various types of projection apparatus—motion picture projectors, filmstrip projectors, opaque projectors—are set up and ready for use. Teachers wishing to use the projectors must, however, make an appointment beforehand.

Not a Distributing Agency

The purpose of bringing all these catalogs and materials together is not to serve as a distributing agency for them but to acquaint teachers with what is available, to inform them where they can get it and how to use it. If a teacher wishes to obtain any of the materials she has seen or heard of through the center, she must herself make contact with the particular agency or company involved.

The center was opened formally on Jan. 11, 1946, at the annual audio-visual aids institute held at the museum. It was announced at that time not only that the center was to



The Audio-Visual Aids Information Center
of the American Museum of Natural History.

pictures and charts and how to plan a program utilizing audio-visual aids.

For many years seekers of teaching aids wore a path to the department of education at the American Museum of Natural History looking for materials and asking questions. Finally, in January 1946, Dr. Grace F. Ramsey of the museum staff and I decided to do something about the situation.

Located on the second floor of the education wing of the museum, the Audio-Visual Aids Information Center is a workshop, a clearinghouse of information in the field of audio-

visual aids and a place to which teachers and students can come to see and discuss recent developments in equipment and materials of instruction. Catalogs from many companies are in file cabinets; charts, maps, posters and flat prints are arranged on display racks; large work tables are available so that teachers and students can sit down, examine mate-

rials and plan programs. A projection room, with many types of equipment, affords an opportunity to examine machines and also to screen films, filmstrips and slides. The services of the center are not limited to those located in the New York City area. Just as the motion picture films and circulating collections of the museum have been sent to all parts of the country, so inquiries by mail from all sections are answered.

The catalogs, materials and displays are not limited or confined to a particular subject area or grade level. In the catalogs are listed and



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be a clearinghouse for information but that monthly programs would be presented dealing with various types of equipment and supplies and that previews of new teaching films would be held and conferences staged at which the utilization of all these materials could be discussed by teachers, producers and users of audio-visual aids.

In March 1946 the first of these monthly conferences was devoted to records and recording equipment. New types of playback equipment

were displayed and discussed. In April teachers were given an opportunity to preview a unit of new films and filmstrips prepared by Young America Films Company. The films included "What Is Four?" "Safety at Home," "Safety to and From School" and "This Shrinking World." In May, another film preview conference was devoted to a showing of films made by Julien Bryan for the International Film Foundation. These included "Mary Visits Poland," "Poland," "Russian Children's

Railway" and "Children of Russia." A number of teacher committee groups have met at the center to discuss ways and means of effective utilization of teaching aids in the classroom. Among these groups have been committees of health and physical education teachers, the General Science Teachers' Association, the motion picture committee of the American Council on Education, the National Board of Review of Motion Pictures and the department of visual instruction of the National Education Association.

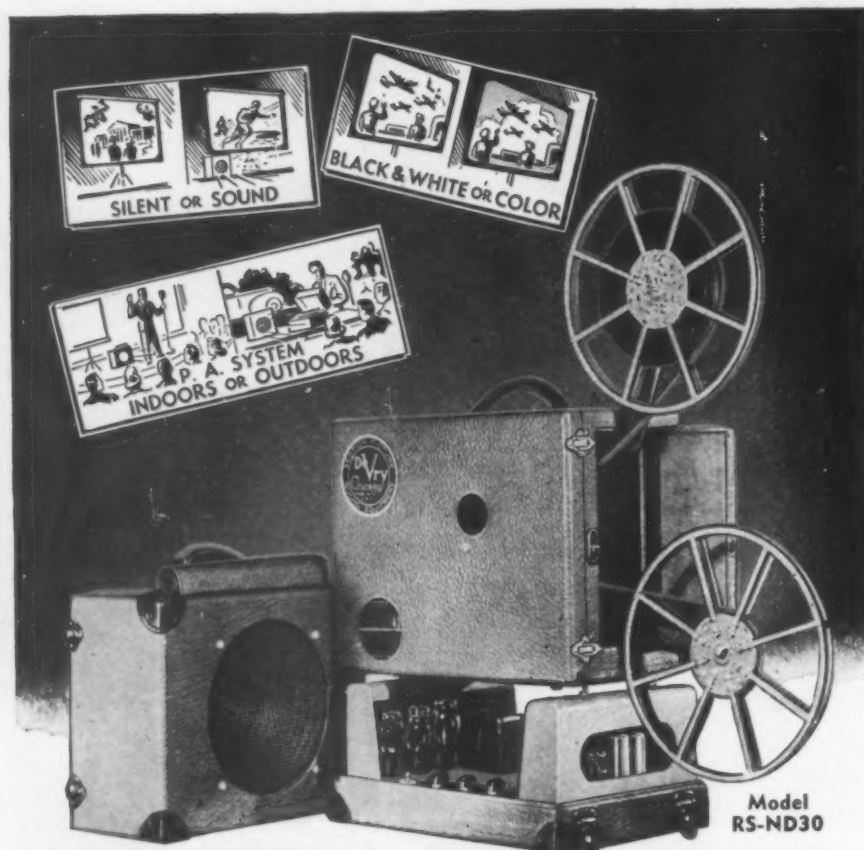
Many classes in visual education from the local universities have also used the center. The students have consulted its files, examined and operated projectors and tried their skill at making lantern slides.

In addition to those attending the conferences and class meetings, many individuals, teachers and students have visited the center and many inquiries have been received by mail. In the short period that it has been operating many different types of inquiries have been received, ranging from where to get colored movies of insects to where to find a working model of a volcano or how to make a silk-screen poster.

Many Types of Visitors

It has been interesting to see how many educational workers are seeking to find really effective teaching aids for use in the classroom. And it has also been interesting to see that these aids are not limited to use by teachers and in schools. A list of those who have visited the center would include the director of the sales training force of a large department store; the chairman of an advertising campaign; a director of nursing education; an educational missionary leader preparing to inaugurate a visual aids program in the mission schools in French Cameroun, Africa; the research director of a national historical project, and a small boy who wanted to find out about parrots.

It is not sufficient to know that motion pictures or filmstrips are available; it is equally essential to know how to use these aids and what we can expect to achieve through their utilization. This is part of the program which the center hopes to carry out. Its motto might well be "Know what to get and how and when to use it."



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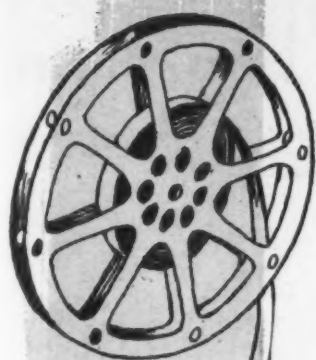
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PLANT OPERATION & MAINTENANCE

Custodial Training in Connecticut

COSTON C. CROUSE

Director of Public Service Training
Connecticut Department of Education

DURING the last fifteen years, school administrators have continuously pressed for better maintenance procedures and for custodians trained in them. The custodial training program in Connecticut, conducted as a part of public service training by the Connecticut State Department of Education, is an attempt to meet this need.

The program began in a small way in one of the rural supervisory districts several years ago. By 1942, it was more fully organized. In that year, 250 custodians were enrolled in the summer training program which was held in three locations simultaneously. These were New Haven Teachers College, New Britain Teachers College and the University of Connecticut. This diversification of locations was continued in the summers of 1943, 1944 and 1945 but with some changes.

Five Areas Covered

The program was originally set up to require three summer courses totaling 75 clock hours of training for a head custodian's diploma. By the end of 1945, approximately 150 custodians had received diplomas.

The program has been based on five areas of the custodian's work: cleaning; heating and ventilating; maintenance and repair; care of school grounds; health, safety and sanitation. The first year emphasis was placed on the custodians' materials and tools; the second year was devoted to the proper methods for doing specific jobs; the third year, to the management of the custodial job, scheduling work, requisitioning of materials and economy of operations.

The four day programs of training held during the summers of 1942, 1943, 1944 and 1945 consisted

of lectures and demonstrations. The five fundamentals of a custodian's work were broken down into their separate parts. The first year men attended lectures on roof repair, steamfitting, painting, electrical repair, carpentry and masonry. The second year men heard more detailed lectures on heating and ventilating equipment, firing methods and operations, sanitation of school buildings. The third year men attended lectures on the managerial aspects of the custodian's field.

Instructors Were Experts

Instructors were leaders in their fields. Some were college instructors in school plant care and administration; others were officials of the state department of education and of other state departments. Some were manufacturers' representatives who were familiar with school maintenance problems. Still others were custodial supervisors or head custodians who were experts in special lines. These instructors presented their lectures in each of the three training locations so that an identical training program was carried on at each place each year.

Normally, there are about 1500 custodians in Connecticut schools. Up to 1946, there had been enrolled in the training program 388 custodians, and the total repeated enrollment included 907. The men came from 60 towns, which meant that one out of every three towns in the state had been represented by the end of 1945 and about 40 towns had men who had completed the training.

In planning for the 1946 summer course, it was thought that interest

might be heightened and more profit gained if fewer courses were offered and instruction was combined with supervised practice. It was also thought that smaller classes would be more advantageous.

To aid in selecting candidates for the 1946 session, letters describing the training were sent to school superintendents throughout the state. Each was asked to submit a list of candidates from which men would be chosen on a pro rata basis. The 100 enrollees were divided into 10 groups and a schedule was set up for their participation in the areas of instruction offered.

A series of 10 subjects in which each enrollee would take an active part was organized. The areas included methods of cleaning walls, methods of cleaning floors, refinishing floors, refinishing blackboards, heating equipment, firing methods and operations, electrical maintenance, carpentry, doors and locks and plumbing maintenance.

Preconference Discussions

The instructors were briefed on the workshop method of instruction desired. It was emphasized that each custodian was to perform the operations included in each subject. Prior to the opening of the course, the tentative workshop program in each subject was discussed by the entire group. Four hour periods from 8 a.m. to noon and from 1 to 5 p.m. on each of the five days comprised the training time.

The course in washing walls was planned so as to give practical experience in mixing and using cleaning agents and to teach the technics of the apparatus for applying and removing them. The mixing and applying of solutions for removing stains was also taught. Instruction

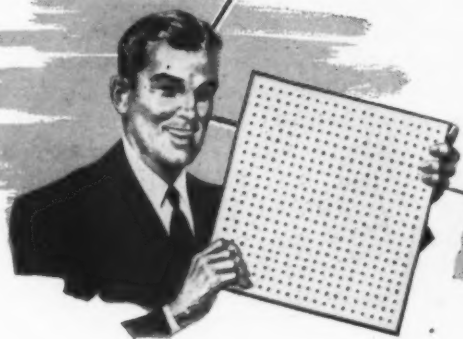
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evidence . . .

Charles Robbins of Puget Sound College, writes:

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Sincerely yours

Charles A. Robbins
Financial Secretary
Puget Sound College
Tacoma, Washington



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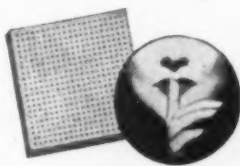
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was given in setting up stagings and the men were shown how to work on them with the least danger and the greatest efficiency. Custodians who favored other preparations than those used in class or had devised systems of their own were encouraged to present these for trial in the class.

A large office in the Hartford Public High School was selected for practice in cleaning walls. The furniture was left in place and the men were given instructions in the protection of furniture, pictures and appliances during the operation. Many of them had never associated the importance of clean walls and ceilings with better lighting.

Floor Cleaning Methods

The objective of the instruction in floor cleaning was to give custodians practical experience with the most satisfactory cleaning solution for a particular job, the best technics and the most modern equipment. To provide the proper area for this course, a large gymnasium was selected. The floor was dirty and stained and well marked by rubber soled shoes. The equipment included special solutions, large waste cans on dollies for conveying the liquids, scrubbing machines with brushes, steel wool pads, large semi-circular squeegees, water take-up pans and mops.

The course in refinishing floors provided each custodian with experience in sanding and scraping floors, sealing and steel wooling the surface and waxing and polishing to a fine finish. The equipment included a regular floor sanding machine, a spinner sanding machine for working close to walls and radiators, steel wooling machines, applicators for liquids and waxing preparations.

Three classrooms with furniture removed were assigned for this course. Each man received careful instruction and was given experience in the handling of the machines, the order of using the preparations and their proper application. The floors of these rooms were completely refinished.

That this course met a great need was shown in the comments made by the men. Knowledge of the proper machinery and its use simplified what had heretofore been considered a complex process. Most of the men were eager to inaugurate

new savings in labor and expense for their school boards through the new knowledge they had acquired.

Proper methods of restoring the surface of blackboards were explained and demonstrated and the need for thorough and frequent cleaning of erasers was emphasized. Various types of felt and rubber sponge erasers were examined and the care of each discussed. The use of machine and manual types of blackboard sanding apparatus was demonstrated and technics were practiced by the class members.

The bad effect of washing slate was shown and the improper practice of applying paint and other preparations was discussed. The excellence of using a dry chamois skin for cleaning slate was demonstrated. Many custodians pointed out that blackboard procedures were under the jurisdiction of teachers and administrators and that it would be difficult to institute changes.

The objective of the course in heating and ventilating apparatus was to give the custodian experience in the proper adjustment, maintenance and repair of thermostats, fans, pumps and traps.

For this course the Hartford Department of Education made available the heating and ventilating facilities of the Bulkeley High School. The equipment included a generous selection of the various instruments in general use, with disconnected valves, traps, thermostats and one large vacuum pump being provided for disassembly. All of these pieces of apparatus were taken apart, studied and reassembled by the custodians.

Custodians Enthusiastic

This instruction was received with great enthusiasm and custodians were glad to have the opportunity to work with the apparatus. Many said that the different heating and ventilating controls and types of apparatus were mysteries before they had the opportunity to take them apart.

Experience in the most efficient and economical methods of operating a boiler was the aim of another course which was conducted in the boiler room of the Hartford Public High School. One boiler was placed in operation and another was used for cold boiler demonstrations. The custodians fired the operating boiler

and practiced various draft combinations, leak checks and firing methods. Measuring and indicating instruments were applied to the boiler during the session to show results of the various methods.

The custodians approved this course wholeheartedly. They liked especially their experiences in discovering and clearing up "preventable fuel losses" caused by dirty, heat absorbing surfaces, steam and water leaks, poor control on drafts and inadequate firing methods.

Some of the questions asked by the custodians were: "Should idle boilers be kept drained or be refilled?" "How often should boiler tubes be cleaned?" "What produces water hammer?" "Why is the fire door damper sealed on oil burner installations?" "Where should a barometric damper be installed?" "Of what value are salt and other compounds as soot removers?" "How is the proper height of a bridge wall determined?" "How often should sediment be blown out?" "How often should a boiler be drained and refilled?" "Is soda ash or kerosene good for cleaning out a boiler?" "Why should air be admitted through the fire door damper?"

Instruction in Electrical Work

The objective of the course in electrical work was to give the custodian practice in the maintenance and emergency repair of electrical apparatus for providing light and power. The equipment used consisted of the electrical system of the Hartford Public High School together with disconnected samples of cords, sockets, motors and fixtures in common use.

The custodians took apart and reassembled the various pieces of apparatus so as to familiarize themselves with their make-up and principles of operation. They were given practice in discovering short circuits and in trouble shooting in general. They were shown the bad effect on lighting produced by improper placing of lighting fixtures, dirty reflectors and bulbs of improper wattage. They learned to check the watt hour consumption of electricity and the cost of electricity consumed by various appliances and lighting fixtures.

The hazard of overloading electrical circuits and the necessity for



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using the proper fuse were explained. Methods of checking fuse panels and circuits for shorts and other defects were practiced. Motors were disassembled by the custodians and they were taught the proper maintenance and operation of the different types. Fluorescent lighting was discussed, its limitations and benefits being explained.

Although the custodians learned to make emergency repairs, it was pointed out that an expert should be called immediately when a breakdown occurs in the electrical system. The application of the underwriters' electrical code was explained.

The objective of the carpentry course was to give the custodians practice in cutting glass, in glazing wood and steel sash and in the proper methods of laying out work in wood and using woodworking tools.

The equipment consisted of wood and steel sash, glass cutters, glazing materials, woodworking tools and lumber. Under supervision the custodian cut and laid glass in each type of sash.

Glass Cutting Experience Valuable

Custodians remarked that they had not known before how to cut glass accurately. Many were pleased to learn how to bed glass in putty. One man had a job waiting in his own building in the setting of 100 panes of glass in steel sash. He had never set glass in steel. Use of the electric putty softener also met an immediate need. The woodworking course gave custodians practice in the care and use of woodworking tools.

The objective of the course in doors and locks was to give the custodian practical experience in the adjustment, maintenance and proper operation of panic bolts, door checks and locks. The equipment consisted of the regular door hardware of the Hartford Public High School and a complete set of operational stands carrying standard door checks, panic bolts and locks. Sectional models of door checks and locks were included.

Many custodians were surprised to learn that door checks could be refilled at the school or that they could be returned to the factory for repair and adjustment which would extend their service many years. One custodian reported that his

school system had thrown away more than 50 door checks in the last ten years because it was not known that they could be repaired. The adjusting and refilling of door checks was studied in detail.

The need for locking down operating bars and panic bolts was emphasized. It was shown that the life of the bolt would be extended indefinitely if it was locked down while the doors were swinging freely during school hours.

The resetting of lock cylinders was covered and all custodians were given an opportunity to set up cylinders.

The objective of the plumbing course was to provide the custodian with experience in routine maintenance operation. The equipment used in teaching consisted of the plumbing system of the Hartford Public High School and disconnected faucets and valves, flushometers and sanitary equipment.

Each custodian was shown how to pack faucet valves, repair and adjust flushometers and remove obstructions from sanitary equipment and drains. Some of the men said that learning to repair flushometers alone was worth their time in attending the course. The removal of obstructions from traps, drains and

sanitary equipment was also important. The men learned to use the various snake wires and patented devices for this job. They were specially interested in the identification system of marking off valves and pipe arrangements leading to separate sections of the building, the methods of thawing out frozen pipes and traps and the protection of traps from freezing with antifreeze solution.

To aid in the evaluation of this experimental program the opinions and comments of the custodians were noted and at the completion of the course each man filled out an unsigned questionnaire. All were unanimous in their approval of the training. Those who had attended classes prior to 1946 considered this procedure better than the lecture and demonstration sessions. Eighty-five of the 100 rated the training effective because "you learn by doing the work."

When asked what courses might be added another year, they suggested care of oil burners, refinishing furniture, safety methods, painting, sanitation and care of school grounds. A majority of the custodians felt that the number of hours could be shortened for some courses and lengthened for others.

BETTER PLANT PRACTICES

Painting Flagpoles

We have worked out a highly satisfactory and inexpensive method of painting and maintaining school flagpoles through the cooperation of the city fire department. Whenever a pole needs repair or repainting, we enlist the aid of the fire department's hook and ladder equipment. This is backed up to the pole and a competent school janitor puts on the safety belt and starts his work. As he paints down the pole, the ladder is moved down gradually, additional paint and rags being supplied by the fireman below.

This service is much more economical than employing a steeplejack, and the janitor is exposed to little, if any, hazard. If he should slip, the safety belt would hold him on the ladder.

The foregoing plan, of course, is workable only where a cooperative fire department is available with special equipment.—WALTER S. EDDY, *Board of Education, Summit, N. J.*

Lines on Blackboard

Here is an easy and cheap way to put lines on a blackboard, for use in the lower grades.

First, take a ruler or a yardstick and mark off the line spacing of $2\frac{1}{4}$ or $2\frac{1}{2}$ inches, or whatever you choose. Then take a piece of ordinary chalk line, 5 feet long. Put some shellac, preferably orange, in a saucer, one man holding each end of the chalk line with a flat stick, about $\frac{3}{4}$ inch wide and fairly thin, with a small notch in the end.

Now, pull the line through the shellac, one man holding it so as just to drag it across the edge of the saucer to take off the excess shellac. Then place one end on the blackboard. One man holds the middle out a little while he places his end on the mark. Then snap! You have a nice thin line for the teacher the next day.—ROBERT L. MCGEE, *Aliquippa High School, Aliquippa, Pa.*

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... it is wise to consider *the genuine wax content* when choosing a floor wax. The greater the amount of genuine wax, the better the protection for your floors, and the easier their maintenance. *Finnell-Kote*, for example — a *Finnell Spirit Wax* — has a wax content three to four times greater than average wax.

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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

W.A.A. and Surplus Property

The War Assets Administration on October 1 assumed the functions formerly carried out by the Federal Security Agency under S.P.A. Regulation 14. The U. S. Office of Education will continue its activities in the real estate field and in the army-navy donation programs. In matters pertaining to the disposal of surplus personal property, it will function only in an advisory capacity when requested by W.A.A.

The group benefits branch of the public interest division, W.A.A., will determine the eligibility of health, educational and public welfare institutions for obtaining surplus property. This branch will also issue discount and "fair value" certificates. It will allocate surplus property handled through national programs and will recommend policy promoting the benefits granted to nonprofit institutions.

All discount certificates, symbol numbers and fair value certificates previously approved by F.S.A. will continue to be honored by the W.A.A. regional offices. No change has been made in procedure for educational institutions. Schools will continue to operate through the state educational agencies for surplus property.

School Lunch Program Grows

Nationwide participation in the National School Lunch Program has been ensured through agreements signed by the Department of Agriculture and each of the 48 states, the District of Columbia and the territories, a Department of Agriculture official said October 9. At least 8,000,000 boys and girls will get school lunches under the cooperative program during the year, according to estimates of the Production and Marketing Administration.

The funds for this school year have already been allocated. Because of the growing number of schools desiring to participate in the program, demand for expansion of coverage in the future is anticipated. Heretofore, funds for school lunches have been authorized on a year to year basis. Now, under the new act, the Department of Agriculture will be in a position to allot funds each year, under provisions for matching funds from the states.

To expedite the development of the program, the Department of Agriculture called to Washington for a two day parley October 22-23 federal and state officials for a national school lunch conference. Among the conferees were representatives of state departments of

education, or designated state agencies for handling school lunches; representatives from each state of Production and Marketing Administration school lunch officials, and representatives of the Department of Agriculture.

The conferees sought to work out the meaning and implementation of the new law and to solve operational problems.

How Schools Can Get Equipment

To enable nonprofit educational institutions participating in the veterans' educational program to obtain immediately any of the needed equipment which is available in the hands of government disposal agencies was the purpose of a direction issued October 4 by the Civilian Production Administration. Eligible schools whose needs are certified by the Federal Works Agency can obtain top priorities for the purchase of surplus classroom, laboratory and workshop equipment. The plan was developed recently at an interagency conference called by the Reconversion Director.

Educational institutions attended by veterans and in need of equipment to carry on their programs should make application to the nearest division office of the Bureau of Community Facilities of F.W.A. These offices will promptly pass upon the need for the equipment and issue certificates to the War Assets Administration. W.A.A. has ordered that the basis for such sales shall be at prices equivalent to 5 per cent of fair value, plus shipping charges.

Surplus Textbooks

Of the 1725 educational institutions notified concerning available surplus textbooks, only about 10 per cent have applied for a share, according to a Library of Congress announcement October 8. It is believed that more schools have not taken advantage of the surplus stock because of a fear of red tape and delay and because some schools consider that 25 cents a volume which they get from the Veterans Administration to cover handling costs is not enough.

Rumors that schools must keep records of books and get them back from veterans at the end of the year have led to misunderstanding. Veterans keep their books and the school has only to send its request list to the library, distribute the books and report to the Veterans Administration the names of veterans receiving the books. The cost of shipping is paid to the Library by V.A.

Public high and vocational schools throughout the country will soon be al-

lowed to choose from the 2,125,000 other textbooks and pamphlets also to be made available. The new stock for secondary schools was declared surplus by the United States Armed Forces Institute.

National Commission Recommends

Holding that the United Nations Educational, Scientific and Cultural Organization must serve as the cutting edge for international action, the National Commission for U.N.E.S.C.O. made bold and constructive recommendations in the report unanimously adopted at a four day session in Washington in September. The report highlighted the recommendations of the National Commission for advocacy by the United States delegation at the general conferences of U.N.E.S.C.O. in Paris.

The commission recommended the calling of a conference next year to concern itself with the preparation of textbooks and other teaching materials. To decide on principles, policies and procedures in the preparation of such material, the conference should include in its membership classroom teachers from all educational levels, school administrators, writers, publishers and other experts in the production and use of instructional materials.

The American delegation, continued the recommendations, should advance and support proposals for the exchange of students, teachers, scholars, artists, artisans, scientists, government officials and others active in the various fields of U.N.E.S.C.O.'s work.

Other recommendations embraced the advance and support by the American delegation of proposals for:

Action looking toward the rehabilitation of libraries, museums, scientific laboratories and educational institutions

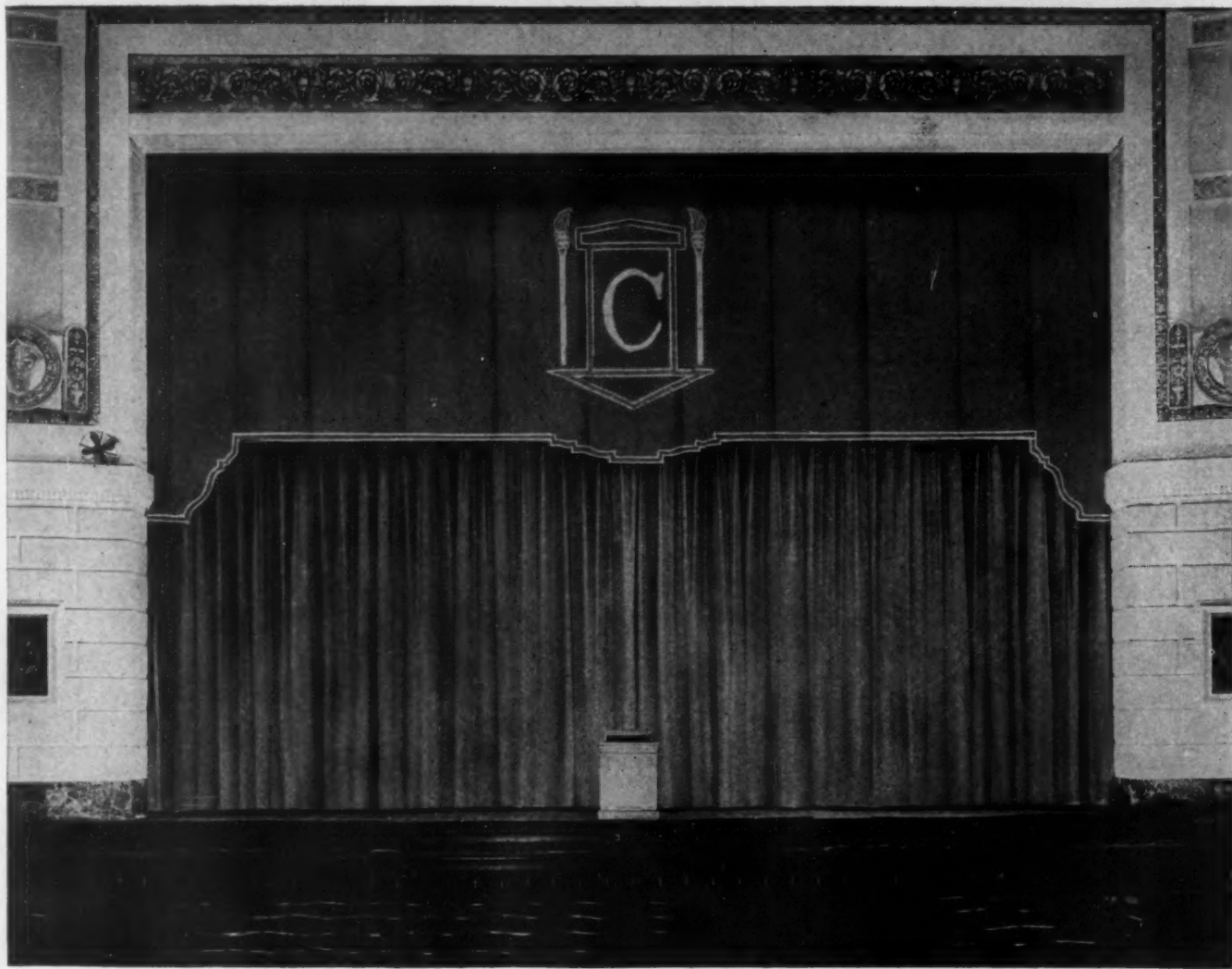
The establishment of new scientific and scholarly projects for research in fields in which work can most effectively be undertaken on an international basis, as, for instance, research in meteorology, oceanography, international health and the study of epidemic diseases

The establishment of means of international communication through education and through all other mediums, including a worldwide radio network

Action to free the channels of international communication of obstacles created by discriminatory or unduly restrictive copyright legislation, discriminatory or unfair rates or other similar practices or laws

Investigation by U.N.E.S.C.O. of methods of education for international understanding and for the development of attitudes conducive to peace—not mere fact finding investigations but sociological studies of great depth and comprehensiveness.

The commission elected as chairman Milton Eisenhower, president of the



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Kansas State College of Agriculture; as vice chairmen, Edward W. Barrett, editorial director of *Newsweek*, Arthur H. Compton, chancellor, Washington University, St. Louis, and Waldo G. Leland, American Council of Learned Societies, Washington, D. C.

Universal Military Training Again

The War Department is set to offer a new program for universal military training to Congress in January, according to an announcement October 3. One year of military training for all physically and mentally fit youths between the ages of 17 and 20, to include six months of in-

tensive military and technical specialist training and an additional six months or equivalent in one of eight other categories, is the basis of the plan.

Under the U.M.T. plan, trainees would enter the U.M.T. Corps for training only. They would remain civilians and would not be available for combat or other operational requirements except in an emergency declared by Congress. They would be "in training," not "in service." Training would be under military control but trainees would retain their status as civilians.

A civilian advisory board appointed by the President would furnish advice and

counsel to the War Department on all nonmilitary matters. It would review the entire U.M.T. program and advise the War Department on how it might be improved. It would concern itself particularly with the educational, religious, moral and recreational aspects, as well as the training phases, of U.M.T., Secretary of War Patterson has explained.

Although all youths between the ages of 17 and 20 would be eligible for training, 18 is fixed as the minimum age of enrollment. Voluntary enrollment at 17 with parental consent would be allowed, and deferment until 20 would be permitted to enable individuals to complete high school.

After the first six months of intensive training, the trainee may elect, subject to quota limitations and standards of selection, one of the following options in lieu of the second six months' training:

1. To enlist in the National Guard
2. To enlist in a class A Organized Reserve Corps unit
3. To enlist in the Enlisted Reserve Corps and attend a college R.O.T.C. with government aid, agreeing to accept a Reserve commission, if offered, and serve on active duty
4. To enlist in the Enlisted Reserve Corps and attend a college R.O.T.C., agreeing to accept a Reserve commission if offered
5. To enlist in the Enlisted Reserve Corps and attend a technical school with government aid, agreeing to serve in a component of the army upon completion of course
6. To enlist in the Enlisted Reserve Corps and attend a technical school
7. To enter a service academy
8. To enlist in the regular army

The U.M.T. plan as set forth by the War Department pertains only to training of men by the army and does not include details of training by the navy.

Chamber of Commerce and Teachers

The United States Chamber of Commerce through its education committee headed by Thomas C. Boushall has written its 1800 local chambers to map a vigorous campaign to recruit and keep good teachers.

Keeping trained teachers in the profession and attracting more high caliber people was the urgent theme of a recent meeting of the education committee in Washington.

Local chambers of commerce have been advised to get the facts on their teachers. They are urged to compare the "life" of teachers with that of other professional people, skilled and unskilled tradesmen, government and commercial employees; to compare the educational requirements, social responsibilities to the community, out-of-school services required, social habits demanded, social

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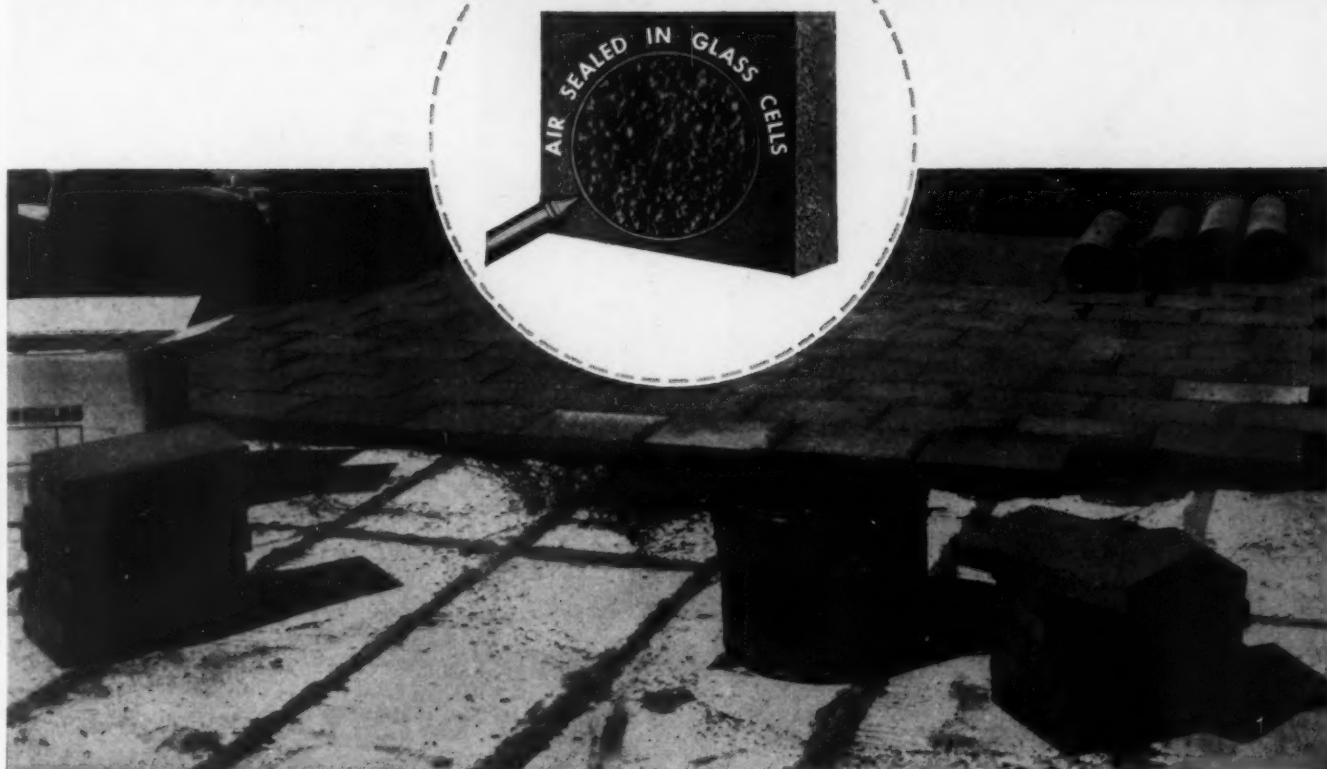
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restrictions imposed, housing, transportation and other living conditions; also salaries and financial demands.

Scientists Elect New Chairman

Dr. Robert Wilson of Harvard University was elected chairman October 6 of the Federation of American Scientists. Dr. Wilson was one of the Los Alamos group of atomic scientists. Described as one of the nation's most promising physicists, the new chairman will keep his faculty post at Harvard and remain active in research.

Dr. Wilson succeeds William A. Higginbotham who has headed the activities of the scientists' organization since its inception a year ago when scientists came to testify at congressional hearings. The organization has a membership of approximately 3000.

World History and Geography

The District of Columbia's board of education authorized October 3 two new courses in world history and geography in the junior high schools. Similar courses on a more advanced level are already a part of the senior high school curriculum. Old courses have been revised in line with the new trend.

The studies are World Background, a one semester course for the seventh grade, and World Geography, a one semester course for the ninth grade.

Study of Public School Systems

A study of the public school systems in the several states has been completed by the U. S. Chamber of Commerce. According to this report, politics has won out over competence in the choice of many state school officials. Failure to reorganize school units to meet the needs of shifting school populations has been one of the most serious drawbacks to efficient state school management, the report claims.

The chamber's committee on education offers the following suggestions for the cure of some of the ills afflicting state school systems:

1. Reorganize the state department of education if it operates under the impediment of an obsolete structure.
2. Coordinate the system of education under a single state board of education.
3. Select the chief state school officer on a strictly nonpartisan basis, with professional qualifications the primary consideration.
4. Offer the chief state school officer an undetermined length of service dependent upon his quality of positional leadership.
5. Reorganize the local school unit to encourage local effort and stimulate needed changes.
6. Utilize the resources of a local chamber of commerce committee on edu-

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cation with appropriate community representation and enjoying community confidence and respect.

7. This committee should begin its examination of educational conditions by making a systematic appraisal of the state department of education.

Safety Patrol Gets Good Results

The safety patrol program, in effect in 357 public, private and parochial schools in Washington, D. C., has helped make the nation's capital the second safest city for school age children in the country, according to a statement by local officials of the American Automom-

bile Association, sponsors of the schoolboy patrol programs. Washington's school age accident record is second only to Milwaukee's.

Considered as an auxiliary to the police traffic division, the several thousand patrol boys are chosen on the basis of above average grades and evidence of leadership. A merit and demerit system encourages efficiency and officers spend two weeks each summer at a patrol training camp sponsored by the local A.A.A.

Operating as a part of the schoolboy patrol system, a traffic court holds sessions each Thursday at Buchanan Elementary School. Sitting on the bench

are an 11 year old patrol captain and his two lieutenants. The court hears young offenders who have failed to obey traffic rules.

Training Autos for Schools

The purchase of two dual control automobiles for use in training vocational high school pupils to drive was approved by the commissioners of the District of Columbia recently. Approximately \$3000 was allocated for the cars by the commissioners' traffic advisory board from its safety education fund. Two driver training teachers are authorized, one each for white and Negro schools.

Reorganization of School Units

A commission of leading educators is working on the reorganization of local school units, according to an official of the National Education Association. The undertaking, results of which are to be published early next year, is jointly sponsored by the rural education project of the University of Chicago and the department of rural education of the N.E.A. Floyd W. Reeves, director of the former, is the chairman of the commission. Howard A. Dawson, director of the latter, is co-chairman.

One of the most important needs of rural education is the preparation and distribution of a statement of policy on the organization of school districts and attendance areas.

Surplus for Europe's Schools

Seventeen American educational organizations have asked that surplus military supplies and materials be used in reestablishing European schools in a recent letter addressed to the Secretaries of War and of the Navy.

The petition was sent through the Commission for International Educational Reconstruction which represents these major national educational organizations. The petitions urged that materials no longer required for military purposes be made available to U.N.E.S.C.O. or authorized educational agencies in the war devastated countries.

The Secretaries of War and of the Navy were asked to consider ways of making such property available so that schools can be reopened and educational programs restored.

N.E.A. Asks Rises, Not Strikes

The ethics committee of the N.E.A., in a statement issued after a recent conference, recommended a cost-of-living adjustment in teachers' salaries but reaffirmed its position as to the sanctity of teachers' contracts and its opposition to teachers' strikes. The committee urged administrators and local and state leaders to bring to the attention of their communities, school boards and legislatures the gravity of the situation.



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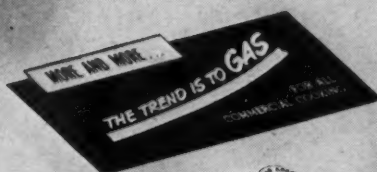
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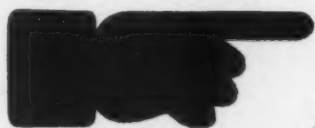
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NEWS IN REVIEW

Accreditation Policies for Vets

The American Council on Education's commission on accreditation of service experiences, in response to requests from educators, has drawn up a set of suggested recommendations. In general, it is believed sound educational practice to grant appropriate academic credit for any measured educational growth however attained. The commission feels, however, that systematic education nor-

mally is best attained by regular attendance at school.

It recommends that peacetime accreditation policies be so designed as not to encourage men to leave school or, more specifically, that the accreditation policies of high schools should not permit men who leave school before graduation to obtain their diplomas before such time as they would have by normal attendance.

Educators have recognized five types

of educational experience or growth in determining their accreditation policies, namely, (1) basic or recruit training, (2) service schools, (3) correspondence courses conducted by the U. S. Armed Forces Institute, by cooperating colleges and by the Marine Corps and Coast Guard Institutes, (4) off-duty class programs conducted in all of the services and (5) educational maturity as measured by tests of general educational development.

The commission makes recommendations with respect to academic credit in each of these five categories. With regard to basic or recruit training, it no longer recommends that credit be granted for such training toward a high school diploma for men entering the services after the conclusion of hostilities. With regard to the other four categories, the commission recommends that schools grant credit as recommended in the "Guide to the Evaluation of Educational Experiences in the Armed Services" published by the American Council on Education.

Office of Education Statistics

School statistics for 1943-44 have been prepared by the U. S. Office of Education which show the following conditions in comparison with those of 1941-42:

Elementary enrollment, 17,713,096 as against 18,174,668.

Secondary enrollment, 5,553,520 as against 6,387,805.

Men teachers, 126,672 as against 183,194.

Women teachers, 701,318 as against 675,694.

One teacher schools, 96,302 as against 107,692.

Teachers' average annual salary, \$1728 as against \$1507.

Expenditures, \$2,452,000,000 as against \$2,322,700,000.

Revenue, \$2,604,000,000 as against \$2,416,500,000.

1947 National Teacher Exams

The American Council on Education announces that national teacher examinations will be given on February 8 and 15. Examining centers will be established throughout the country in connection with school systems and collegiate institutions giving teacher education.

These examinations have been made available by the council as an aid to administrators seeking to improve the selection of teachers. The tests are designed to provide objective measurement of certain abilities and knowledges of prospective teachers. They measure the intellectual, academic and cultural backgrounds of prospective teachers and are used in combination with records

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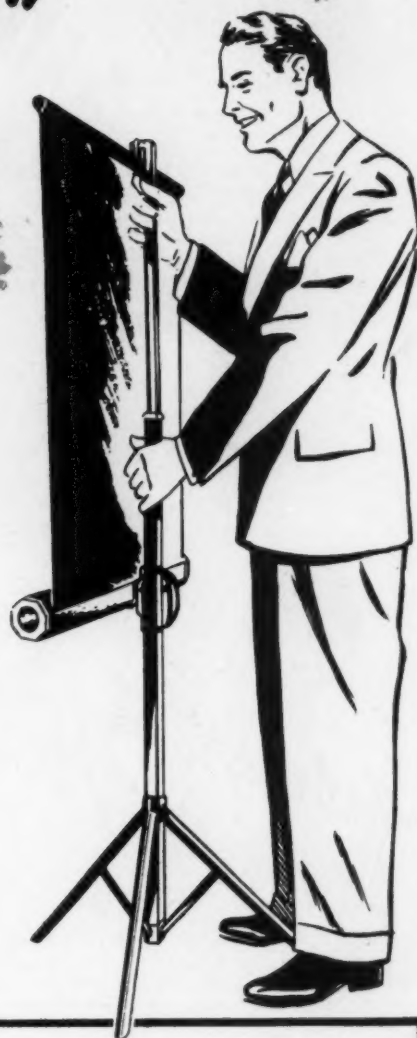
EDUCATORS everywhere are enthusiastic about the simplicity and sturdier construction of the new Challenger. Its "Slide-A-Matic" locking mechanism makes it the easiest of all portables to set up and adjust in height.

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ADMINISTRATION

Decision Spurs Reorganization

The Michigan state supreme court has upheld the constitutionality of the differential tax for school purposes.

The decision upheld the city of Lansing which had levied school taxes in excess of those levied in portions of the school district outside the city, but under the 15 mill tax limitation amendment. The court held by a 5 to 1 vote that the tax may be levied if the city is empowered to do so by charter.

The suit resulted from an attempt by a Lansing businessman to prove that the tax is a violation of the uniform tax clause of the constitution.

The Lansing school district had annexed township territory, plus school districts, and levied taxes for school purposes. The school district had levied a similar tax at a lesser rate.

The ruling does not affect 15 mill tax limitation cities because, in counties in which those cities are located, the 15 mill limitation applies to all units of government.

13th-14th Year Unit Tried

The school committee of Newton, Mass., has instituted an experimental 13th and 14th year unit. The curriculum provides for six courses, including liberal arts or university preparatory, pre-engineering, general terminal, technical-vocational, business administration and secretarial training.

The first year enrollment has been set at 150 to 175, with plans for a total two year enrollment of not more than 300.

This unit, which it is hoped will become permanent by 1950, is currently conducted on a tuition basis, costing \$192 a year per pupil for a minimum of 16 credit hours.

Elementary School Age

Under an amendment to the by-laws governing the age for admission to first year classes in elementary schools of New York City, schools shall be open to children 4 years of age or older on the presentation of proper credentials. A child who has attained the age of 5

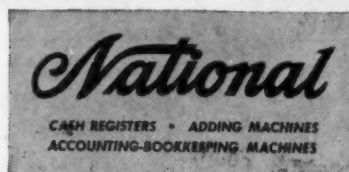


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The enactment of the Bell and Tydings bills will not relieve the United States of the problem of the foreign-born child.

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shall be admitted to the school. A child of 4 may be admitted to a kindergarten class if facilities are still available after all 5 year old children have been admitted. A child attaining the age of 6 before April 30 of a school year may be admitted to a first year class in September of such school year.

For Twelfth Grade in Georgia

At a recent meeting held at the University of Georgia College of Education, educators from Georgia's 10 congressional districts and representatives from the state at large adopted tentative plans for the establishment of a 12th grade in Georgia schools.

Under the leadership of O. C. Aderhold, dean of the Peabody College of Education, the group passed a motion recommending that the Georgia Education Association and the state department of education promote legislation which would make available the extra grade in schools in every county in the state.

J. E. Owens, president of the state administrators' association, said that the committee was not organized to formulate a definite plan of operation for the proposed additional grade set-up, but rather "to make suggestions resulting from analysis of problems already encountered or anticipated with the hope that they will be beneficial in the further development of the program."

To Relieve Teaching Situation

The N.E.A.'s commission on teacher education and professional standards of which W. E. Peik, dean of the college of education, University of Minnesota, is chairman, believing that the nation must be aroused to the shortage of qualified teachers recommends the following action.

1. Minimum salaries for beginning teachers with four years of college preparation should be started at higher levels and should yield \$45 a week on a fifty-two week basis.

2. Annual salary increases should start with the second year and should continue with additional experience and training. At least \$4000 should be reached in ten years for college graduates.

3. Teaching loads must be reduced to preserve the health and morale of teachers. They should range from 25 to 30 pupils and high school teachers should have not more than 100 pupils per day.

4. Colleges and universities must raise their standards for admittance and graduation for those preparing to be teachers.

5. Communities throughout the country must be made to realize quickly that they must spend more money on education. State scholarships should be provided for competent pupils who are

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prevented from continuing their education because of lack of funds.

6. Opposition to adequate taxes for education must be overcome. Federal subsidies only can equalize the tax load for education on a nationwide basis. More money per student must be spent on teacher preparation and the length of college preparation for teachers should be extended to four and five years.

7. Tenure, retirement and tax legislation must be obtained in all states and institutions.

8. Facilities and opportunities for in-service education of teachers must be developed.

9. Affiliated commissions on teacher education and professional standards in each state education association should be established at once.

New Chicago Board in Action

The Chicago board of education with its six new "politically free" members appointed by Mayor Kelly has named a committee of six to consider salary increases for Chicago teachers, this action being taken following the appearance of three high school teachers before the board who painted a gloomy picture of supporting a family on a teacher's salary.

The board has also appointed a committee to set up standards for the job

of superintendent of schools and to consider applicants. It authorized calling for payment on January 1 of certain refunding bonds, which will effect a saving of almost \$20,000 interest a year. It decided to allow the public admittance to board meetings but to deny it the privilege of participating in discussions. The previous policy, which had caused criticism, was to admit newspaper reporters to the first part of a meeting and then convene in executive session.

At a recent meeting, John Howatt, business manager for the board of education, reported that when the meat famine made it impossible to buy meat for school lunches, he had purchased cattle in Colorado and had made arrangements with a feeder to feed and care for the steers at \$1 each a day.

FINANCE

Teachers Demand Higher Salaries

New York City's teachers and members of the supervisory staff earning up to and including \$10,000 annually are to receive a permanent pay increase of \$250 a year beginning December 1. This action was taken at a meeting of the board of education which was attended by 300 teachers with 3000 more crowding the streets outside the building.

Board members heard the arguments of representatives of seven teacher organizations telling why a \$250 increase was inadequate. The teachers' demand was for an increase of \$1000 a year.

In Rochester, N. Y., teachers recently requested a \$600 salary increase and were promised by the board of education that that group would act to obtain additional state aid through the legislature in the coming session, since there was little hope of obtaining additional money from the city council.

The Wheaton Teachers Association at Wheaton, Ill., representing 73 teachers, presented demands recently that teachers be given a blanket salary increase of \$600, and in Wilkes-Barre, Pa., on October 1, the 43 teachers of the Wilkes-Barre Township High School failed to report for duty in a dispute over wages. Teachers had demanded a \$300 annual wage increase, the immediate payment of wages due since April, with interest, and five days' annual sick leave.

At the state congress of parents and teachers held in Syracuse, N. Y., recently a resolution calling for a law establishing minimum salaries for teachers was adopted and sent to the governor.

A.F. of L. to Help Teachers

William Green, president of the American Federation of Labor, has promised

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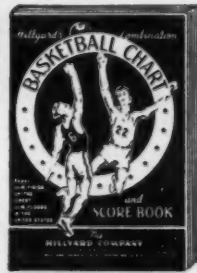
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the New York Teachers Guild that his organization will intensify nationwide pressure in support of teachers seeking "decent salaries." He stated that he would call on state federation and central labor groups throughout the country "to organize campaigns of assistance to teachers in the public schools of the nation."

MEETINGS

Food Service Directors Conference

At the joint conference of the Food Service Directors and the National

School Cafeteria Association held in Chicago in October the two organizations were merged to form one group known as the School Food Service Association.

County Superintendents Convene

Four hundred county and rural district administrators meeting in Des Moines, Iowa, recently in their first annual conference heard the county superintendency rated as a key position in American education. Common opinion was that the position would become increasingly important and that it should be strengthened by higher pay and higher qualifications.

Reorganization of rural district schools into strong community schools was urged as was increased federal aid, channeled through state agencies to avoid federal control. Higher standards for rural teachers and provision for in-service growth were ranked high on the list of necessities for the future.

Speakers included Mrs. Pearl Wanamaker, president of the N.E.A.; Howard Dawson, N.E.A. director of rural service; Worth McClure, executive secretary of the A.A.S.A.; Norman Frost, professor of rural education, George Peabody College for Teachers, and Ellen Hartnett, president of the sponsoring organization, the division of county and rural district superintendents of the department of rural education of the N.E.A.

Mrs. Wanamaker made a plea for professional leadership by the county superintendent and reported some observations from her trip as a member of the educational mission to Japan.

Dr. McClure stated that the county administrator must accept leadership and responsibility with respect to the world scene.

Dr. Dawson declared that the present scarcity of teachers has not been a shortage of qualified people but rather a shortage of funds to pay adequate salaries. He declared that "until the federal government does its part in financing schools, several million children will be denied the right of education that is theirs." The biggest thing most states could do would be to adopt a county system of administration.

Roy Cannon, county superintendent from Portland, Ore., stated that his county had never had a dearth of teachers. "If you pay the price," he said, "you'll get teachers."

The conference voted to hold another meeting next year in Indianapolis.—W. HENRY GALBRETH.

Michigan Superintendents Meet

Michigan requires more than 5000 classrooms, or \$100,000,000 to meet its housing needs, according to Charles Brake, assistant superintendent of Wayne County schools, who spoke at the fifteenth annual meeting of the Conference of Michigan Superintendents held at Traverse City recently. This large sum represents the cumulative building needs growing out of depression neglect and war restrictions.

The field of finance and state requirements for the next year were also discussed. The state will be asked to appropriate \$105,000,000 for 1947-48 of which \$20,000,000 will be for plant extension and improvement.

Other subjects discussed at the conference included adult education and the 13th and 14th grades, assessment of

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real property in Michigan, the program of the M.E.A. and the N.E.A., state educational problems, the G.I. program of education.

Conference resolutions called attention to the need for larger teacher and nonteacher salaries, state aid in school plant construction, safety education, better facilities for G.I. programs, need for greater community effort to support public education and tenure for teachers.

Supt. Howard D. Crull, Port Huron, was unanimously chosen 1947 conference president. Foss Elwyn, Sault Sainte Marie, was elected vice president and Paul Wenger, Sturgis, director for a three year term. A. J. Phillips continues as secretary.

AUDIO-VISUAL AIDS

Film Firm Moves to Chicago

Encyclopaedia Britannica Films Inc. is moving its headquarters from New York City to Chicago. Chancellor Robert M. Hutchins of the University of Chicago has been given a leave of absence from October 1 to June 30, 1947, to serve as chairman of a newly created board of editors and to assist in guiding the company's expanded adult education activities.

Audio-Visual Education Project

The consumer education study of the National Association of Secondary School Principals of the N.E.A. is undertaking a constructive program in the field of audio-visual education to help discover, develop and promote the best methods in producing and using audio-visual materials. The interest of business, educational and scientific organizations is being enlisted because of the prospect for numerous sponsored films with potential educational value. Many will be appropriate for supplementary teaching only if mutually satisfactory standards can be developed.

The consumer education study, which is under the direction of Thomas H. Briggs, has made important contributions to education during the last four years.

An important purpose of the new audio-visual education project is to function as a service agency and a means for bringing about cooperation among those active in producing, using, promoting and sponsoring informative films of nontheatrical or nonentertainment character. It will serve as a medium through which those who put informative films in circulation and those who use the films can analyze and decide what films should be made and how they should be produced and presented for greatest effectiveness.

The project will be under the direc-

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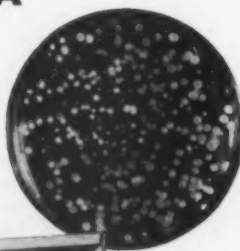
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tion of Orville Goldner who, during the war, was head of the training film and motion picture branch of the navy.

Radio Scripts on Germany

A series of radio scripts tracing the development of militarism in Germany under its various rulers and showing why Germany has been the cause of two world wars in a generation is being released bi-monthly by the radio department of the Society for the Prevention of World War III, 515 Madison Avenue, New York 22, N. Y. Scripts are suitable for use in school assemblies, radio workshops and classrooms and can be obtained without charge.

INSTRUCTION

To Teach Deaf Children

A new experimental demonstration class to teach deaf children to speak and understand speech and to train parents and teachers has been started at the Cleveland Hearing and Speech Center, which is affiliated with Western Reserve University.

Eight children between 2½ and 3½ years have been selected for the class which will be held from 9 to 11:30 a. m. five days a week. Mothers attend parent education classes so that they can carry home the techniques used. They observe the children in the classroom through a one-way vision window; the children do not see them.

Vocational School for Vets

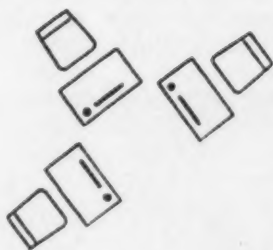
A unique school for veterans, especially those with physical disabilities, is the Conn Vocational School at Elkhart, Ind., which furnishes comprehensive instruction in all phases of musical instrument repair. The school was organized and established by C. G. Conn Ltd., manufacturer of musical instruments.

Approved by the Veterans Administration under Public Laws 16 and 346 and by the Indiana State Board of Education, the school has already graduated 62 students, all of whom are now employed, some with repair shops of their own. The course lasts six months and is continuous, with a new group entering the school every two months.

The instruction received enables the veteran to make a living in an almost noncompetitive field.

Adult Education Courses

The Madison Vocational and Adult Education School, Madison, Wis., is offering in its evening department four parent study group courses in cooperation with the Madison Parent-Teacher Association as follows: "Know Your Schools," "Radio Listening," "Book Selection for Children" and "Visual Education."



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MISCELLANEOUS

May Expand Interlochen Music Camp

Plans have been disclosed by Dr. Joseph E. Maddy, head of the National Music Camp at Interlochen, Mich., for expanding the camp's regular eight weeks' summer season by including a short term teachers' institute before the season opens and specialized college "clinic" courses after it has closed.

The next step might be to convert the buildings for year round use which would require insulation of dormitories and classrooms, the addition of heating

plants and revamped plumbing, and the establishment of communications arts with courses carried on during the regular school year.

A new educational principle is embodied in the National Music Camp, namely, the grouping of pupils by interests. The effectiveness of this arrangement under which persons of like interests work together without conflicting interests and distractions, has been proved during the 19 summer sessions at Interlochen. The camp, with its 500 acre campus and accommodations for 1500 pupils in the summer, is affiliated with the University of Michigan

which provides the instruction and supervision of all university courses offered, while the camp provides the classrooms, instruction, equipment, board and room.

"With students clamoring for admission to universities and colleges," says Dr. Maddy, "there is no reason why our campus should stand idle for ten months of the year."

Freak Accidents

An air speed instrument weighing 50 pounds and suspended from an army bomber over Fort Worth, Tex., broke its cable when at an altitude of 10,000 feet and crashed into an elementary school. Seven pupils were injured by flying bits of steel and concrete. None was hit directly by the instrument.

At Cedar Springs, Mich., 27 pupils and a teacher were cut by flying glass and otherwise injured when a test tube exploded in a chemistry room at the Cedar Springs High School. The teacher was holding the tube when the explosion occurred.

Coming Meetings

Alabama Education Association, Birmingham, March 20, 21.

American Association of School Administrators, Atlantic City, N. J., March 1-6, 1947.

American Education Week, November 10-16.

Arkansas Education Association, Robinson Memorial Auditorium, Little Rock, November 7, 8.

California Teachers Association, Hotel Biltmore, December 13, 14.

Georgia Education Association, Hotel De Soto, Savannah, April 23-26.

Illinois Education Association, Elks Club, Springfield, December 26-28.

Kansas State Teachers Association, Topeka, Salina, Hays, Garden City, Wichita, Coffeyville, October 31, November 1.

Louisiana Teachers Association, Hotel Washington-Youree, Shreveport, November 25-27.

Mississippi Education Association, Hotel Heidelberg (tentative), March 20-22.

Missouri State Teachers Association, Hotel Muehlbach, Kansas City, November 6-9.

New Jersey Education Association, Ambassador Hotel, Atlantic City, November 8-10.

New York State Teachers Association, house of delegates, Hotel Commodore, New York City, November 24-26.

North Carolina Education Association, George Vanderbilt Hotel, Asheville, March 27-29.

Pennsylvania State Education Association, Hotel Penn-Harris, Harrisburg, December 26-28.

South Carolina Education Association, Columbia, February 20-22.

South Dakota Education Association, Sioux Falls, November 24-27.

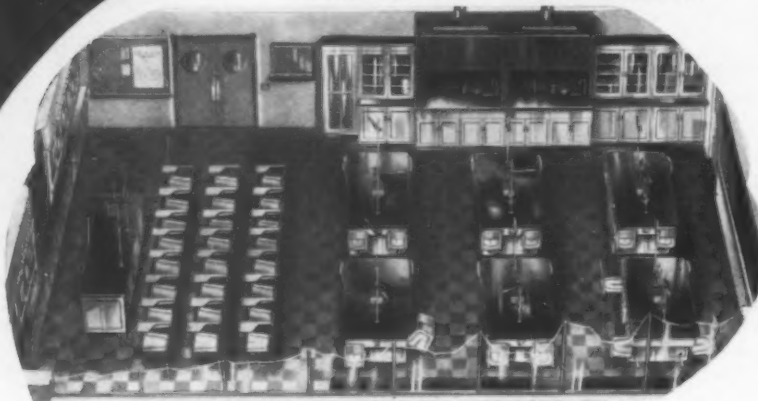
Texas State Teachers Association, Hotel Rice, Houston, November 29, 30.

Virginia Education Association, Hotel John Marshall, Richmond, November 26-29.

Wisconsin Education Association, Hotel Schroeder, Milwaukee, November 7-9.

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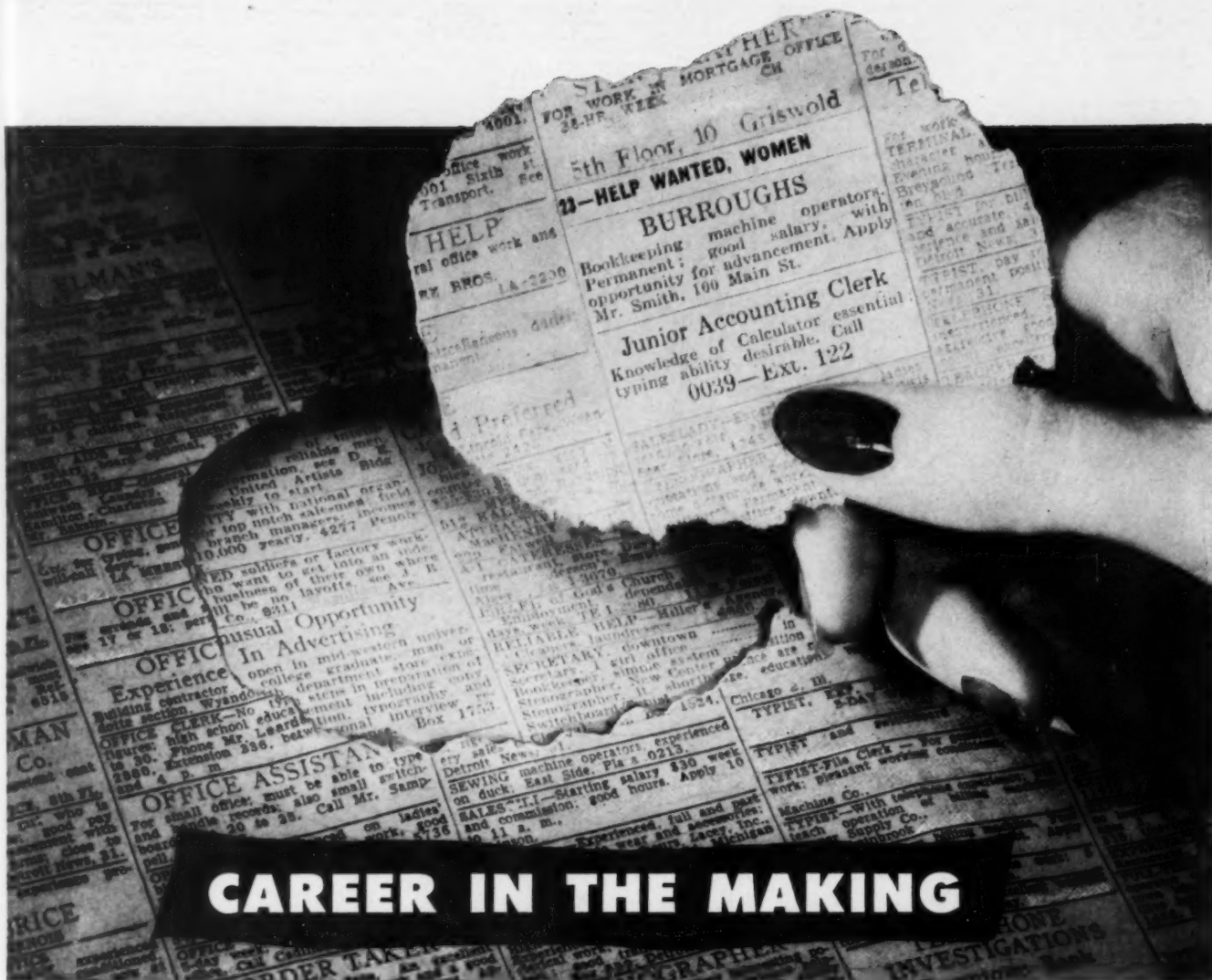
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Protest Omission of Gymnasiums

The Public Schools Athletic Coaches Association in New York City recently lodged a protest with Mayor O'Dwyer over the board of estimate's action in eliminating funds for gymnasiums in new schools to be built by the board of education. The board of estimate had cut \$200,000 from the appropriation for a proposed school on the ground that rising construction costs made it necessary for gymnasiums to give way to more classrooms. The spokesman for the coaches stated that the dropping of the gymnasium facilities meant "eliminating a phase of education that is just as vital to the whole program of education as the nervous system is to the body."

Educators Return From Germany

Ten American educators, headed by Dr. George F. Zook, president of the American Council on Education, returned recently from a month in Germany studying schools at the request of the State Department and the War Department. It is their belief that democratization of the German school system will not be possible until some semblance of normal economic and social life is restored and until Germany is treated as one country, not four, with so-called "iron curtains" separating the occupation zones.

German teachers are trying to spread the principles of democracy, Dr. Zook told a news conference, but do not understand them well enough to help pupils practice democracy outside and inside the classroom. Another disadvantage is the system whereby 10 per cent of the pupils, usually those who belong to families with money and position, are singled out after the fourth grade for secondary school and college education while the rest are headed toward vocational training. On the brighter side, Dr. Zook stated that the German young people are "starved" for education on democratic lines.

Study Needs of Handicapped

The New York City board of education is sponsoring a survey of the needs of handicapped children attending city schools to determine whether a physical therapy program should be inaugurated by the board. There is little such work now being done in the schools, except by private agencies. Special classes for the handicapped are being conducted, however.

Few Barred From Teaching in Japan

A report by Gen. Douglas MacArthur states that, although the Japanese government purged from public office 186,000 militant nationalists, it excluded

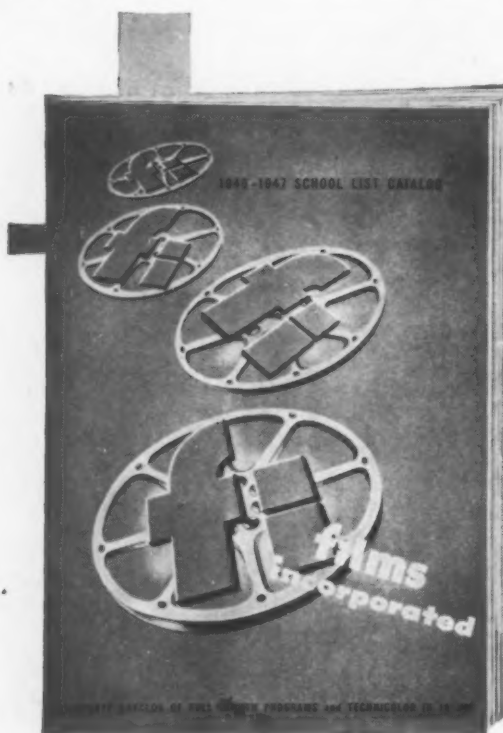
from the teaching profession only 331 of the 15,992 teachers on whom it checked during the first year of the occupation. The screening of teachers, which is a function of the Japanese education ministry, is causing some concern to headquarters officials.

Let Pupils Plan Own Menus

At the annual convention of the American Dietetic Association in Cincinnati, it was recommended by Florence I. Scoular, dean of home economics, North Texas State College at Denton, that since the school lunch offers great opportunity for teaching nutrition to children and for building sound eating habits for a lifetime pupils should be allowed to plan their own lunch menus and learn nutrition values.

Fifth Graders Like to Read

A study has been made by Clifford Woody, professor of education at the University of Michigan, to discover what types of books have the most interest for pupils. The study indicates that the greatest interest in reading is shown by fifth graders. This interest declines to a low point in the 10th grade, the decline being attributed to a greater desire on the part of older pupils to do things rather than read about them, and to more demands upon their



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time. The study was made for the purpose of helping educators plan courses of study for obtaining maximum pupil interest.

To Found Nonsectarian University

The newly established Albert Einstein Foundation for Higher Learning has purchased the campus and buildings of Middlesex University at Waltham, Mass., and will found there a nonsectarian university in October 1947. Liberal arts and science courses will be given and enrollment will be open to students and faculty members without regard to race, creed or religion. The foundation is

sponsored by Prof. Einstein and is financed by a number of Jewish organizations.

May Teachers Smoke?

Teachers in the public schools of Somerville, N. J., recently won the right to smoke in the schools, after a heated debate by members of the board of education. However, the proviso was made that smoking must be done in the restroom "if and when suitable ventilation is provided." Another obstacle to be overcome was a state law which prohibits smoking being done in public buildings.

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PUBLICATIONS

School Sound Systems. Prepared by the joint committee on standards for school audio equipment, this booklet contains basic standards for school officials in selecting radio equipment and for architects in designing buildings for the maximum use of such equipment. Washington 25, D. C.: U. S. Office of Education, Federal Security Agency.

School Lunch Facilities. A booklet containing plans and descriptions of one room school lunch facilities. Prepared by the Food Distribution Program Branch. Washington, D. C.: Production and Marketing Administration, U. S. Department of Agriculture.

Aids to Teaching About the United Nations. A guide for teachers to materials concerning the U.N. and its agencies, containing a list of 131 aids and the sources from which they can be obtained. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 10 cents. Discounts on quantities.

Teaching About the United Nations Charter. A brochure prepared to help teachers and school officials revise programs of instruction so as to take account of new facts in international life created by the establishment of the U.N. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 10 cents. Discounts on quantities.

Opinions on Gains for American Education From Wartime Armed Services Training. By M. M. Chambers. A preliminary report for the commission on implications of armed services educational programs of the N.E.A., containing a digest of the opinions of experienced persons, with a bibliography. Washington 6, D. C.: American Council on Education. 50 cents.

Radio Is Yours. By Jerome H. Spingarn. A booklet describing the methods by which radio listeners can obtain better programs if they will use the weapons at hand. Public Affairs Pamphlet No. 121. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

The Meaning and Magic of Windows. By Matthew Luckiesh. A monograph pleading the cause of adequate daylight in school buildings as a means of avoiding defective vision and posture problems in children. Cleveland, Ohio: Lighting Research Laboratory, General Electric Company, Nela Park.

NAMES IN THE NEWS

(Continued From Page 52.)

Ernest M. Perkins has returned to the headmaster's post at Towle High School, Newport, N. H., following war service.

Cyril Hancock, teacher, has been promoted to the principalship of Great Falls High School, Great Falls, Mont.

Dr. C. Benton Manley, formerly principal of Will Rogers High School, Tulsa, Okla., is the principal of the senior high school at Springfield, Mo.

Roy C. Prentis, recently released from naval service, is the new principal of the high school at Wayzata, Minn. He is working toward a doctorate at the University of Minnesota.

Harry C. Brown has been appointed principal of Stephens High School, Rumford, Maine. He has been acting principal since the resignation of **Ralph Hunt**.

Van D. Wight, for the last five years superintendent of the first school supervisory district of St. Lawrence County, New York, relinquished that position

“And we all know
how important this room is”

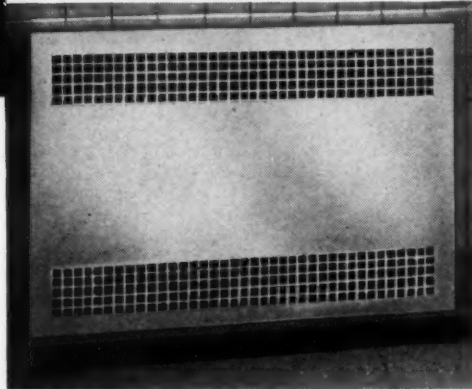


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upon the return of **Leonard Baker**, former incumbent, from the armed services and has become principal of the Richville Union School, Richville, N. Y.

Howard Benedict, teacher in Los Angeles schools since 1928, is the new principal of the Le Conte Junior High School in that city.

Charles A. Weinheimer is now principal of Memminger High School, Charleston, S. C.

Donald B. Miller, high school principal at Algona, Iowa, has resigned to accept a position as social science and history professor at Hillsdale College,

Hillsdale, Mich. **Arlo Woods** succeeds him as principal.

Jack F. Hoyes, supervising principal at Fayette City, Pa., has resigned to become instructor in the English department of California State Teachers College.

Carl Amundson is the new principal of Washington Park High School at Racine, Wis., and **Werner Smith**, former assistant principal of William Horlick High School of that city, is now principal.

Lloyd F. McIntyre, formerly principal of North Park Elementary and Junior

High School, Lockport, N. Y., is now principal of Senior High School at Lockport. **Kenneth Fuller** has taken over the post vacated by Mr. McIntyre.

In the Colleges

Dr. Elmer T. Peterson, who has been associated with the University of Iowa since 1924, is the new dean of the college of education, succeeding **Paul C. Packer**, who has become chancellor of the Oregon state system of higher education.

Miscellaneous

Dr. W. Carson Ryan, head of the department of education at the University of North Carolina, has been granted a second leave of absence to return to China to work with the United China Relief Organization until Jan. 1, 1947. Dr. Ryan spent six months in China during the fall and winter terms of 1945-46. **Prof. Guy B. Phillips** has been reappointed acting head of the department.

Helen Heffernan, chief of the California State Division of Elementary Education, has accepted an invitation of the War Department to serve as elementary schools officer on the staff of General MacArthur in Tokyo.

James E. Mallonee is the new assistant superintendent of schools and assistant director of instruction at Hopewell, Va. His former post as high school principal in that town has been taken over by **Cashell Donahue**, principal of Patrick Copeland School. **Richard W. Copeland** is superintendent of schools of Hopewell and Prince George County in Virginia.

Deaths

George H. Chatfield, former member of the New York City board of education, died recently at the age of 71. He had headed a committee to obtain the support of Congress for a nationwide school lunch program and had been in charge of the school luncheons and the 1 cent school milk program in the city schools. Surviving is his wife, Grace Helene Miller, who has been active in school feeding in New York for many years.

Daniel B. Joseph, principal of Woodrow Wilson Vocational High School, Jamaica, N. Y., died recently of a heart attack at the age of 54.

Felix Amis Scott, principal of the high school at Paris, Ky., for twenty-five years, died at his home.

Dr. Otto H. Voelker, director of training at Potsdam State Teachers College, Potsdam, N. Y., for the last twenty-four years, died earlier in the autumn after a six weeks' illness.



... she ees ze wax, No? Hard as rocks, Yes? Tough as nails, Yes? Eet ees Nature's own protective covering on our giant palm fronds from down Brazil Way. BUT ... what do me and hermano, Jose, do? We get ze natives to bring us fronds when wax is heaviest on leaves. Zen we remove ze wax and ship to our buenos amigos, MIDLAND LABORATORIES to use in ze oh so fine

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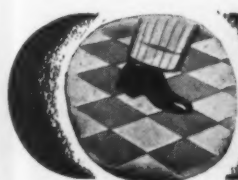
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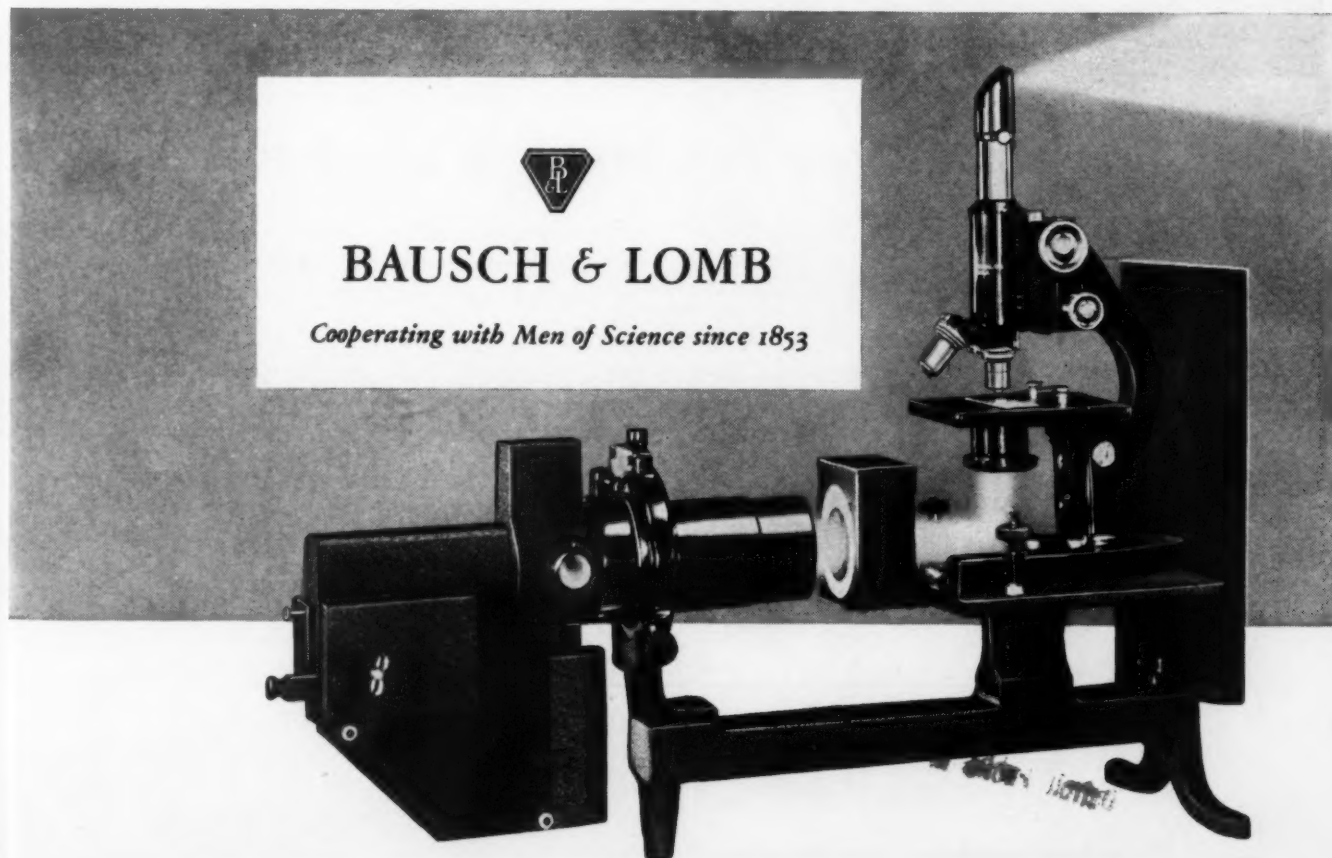
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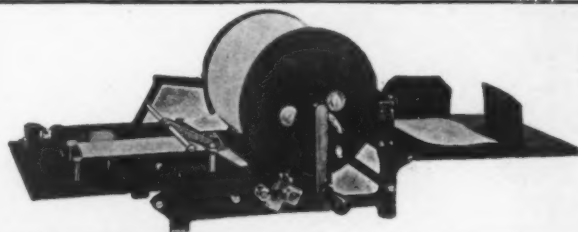
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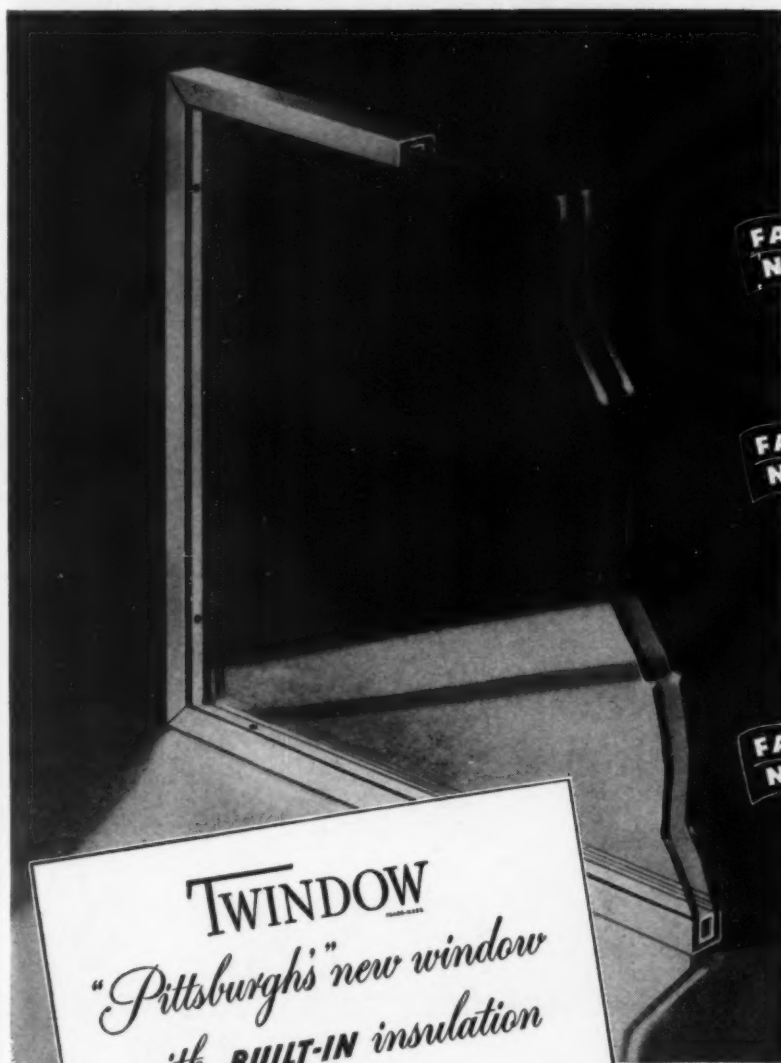
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Heavy plated case — double weight, steel construction for protection against abuse.



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Heavy 5/16" diameter shackle. Black enameled dial with white numerals and graduations.

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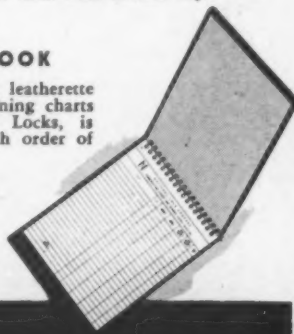
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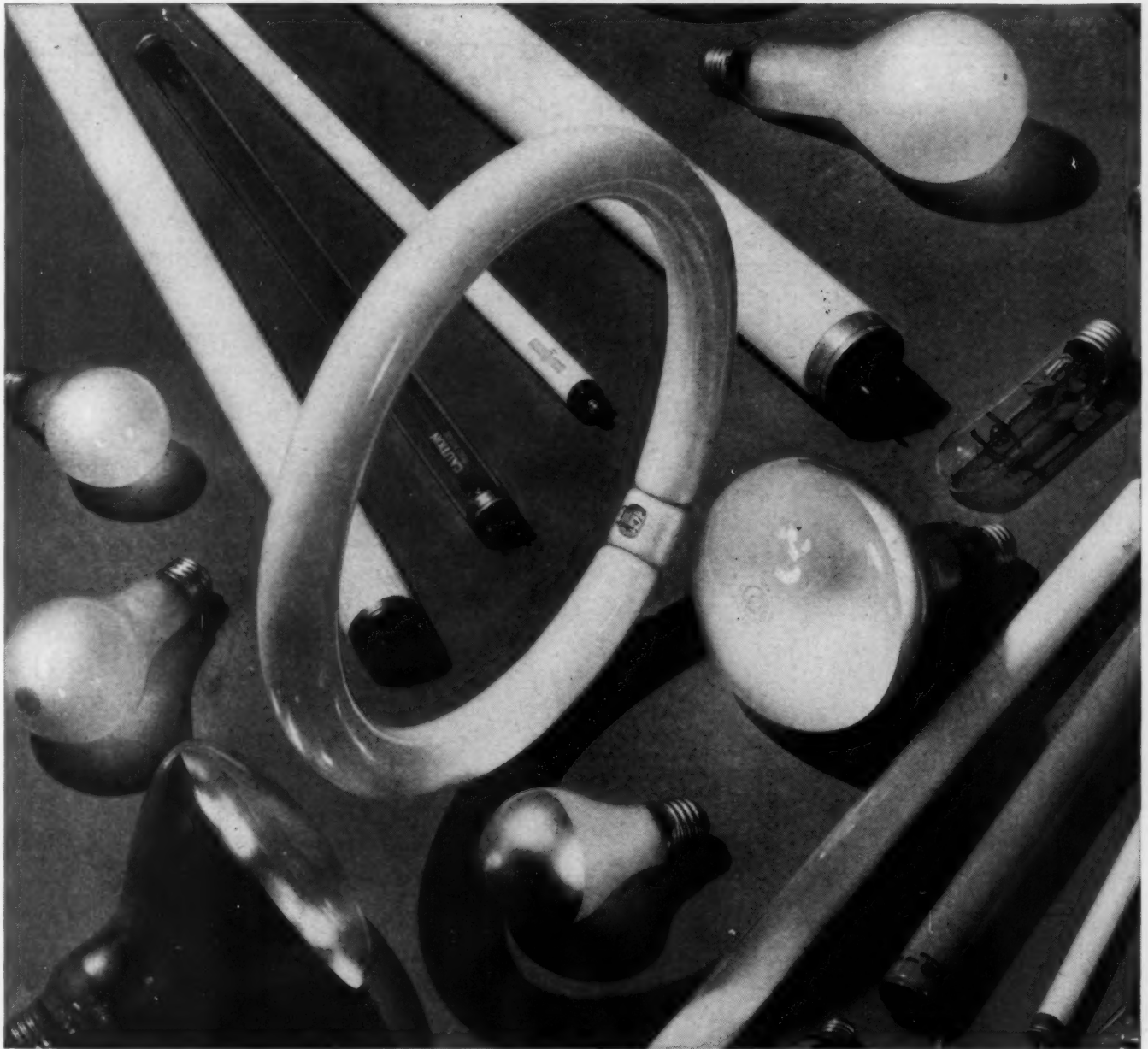
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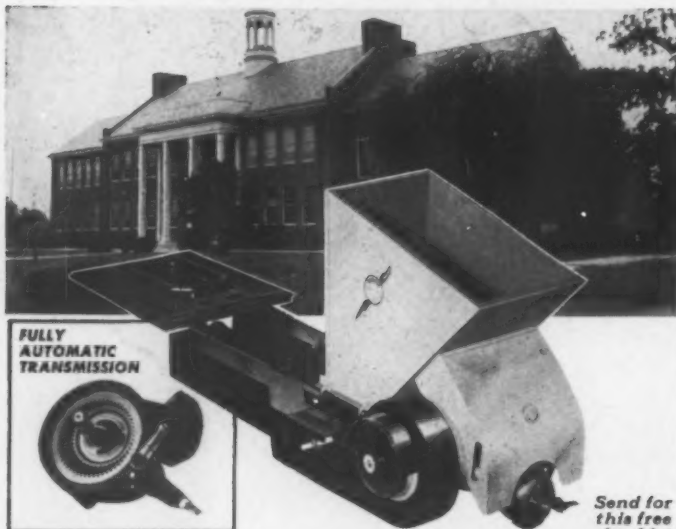
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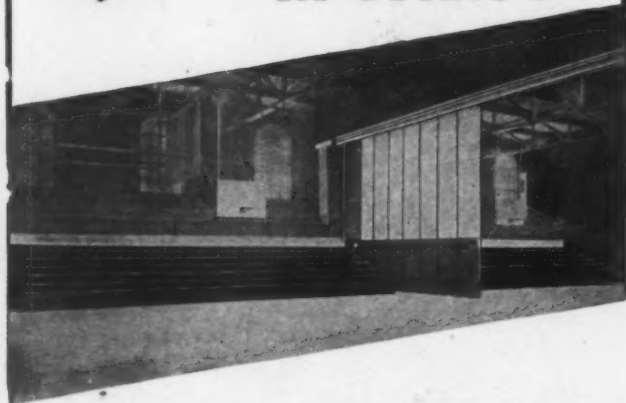
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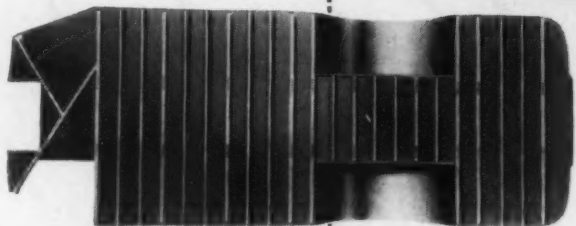
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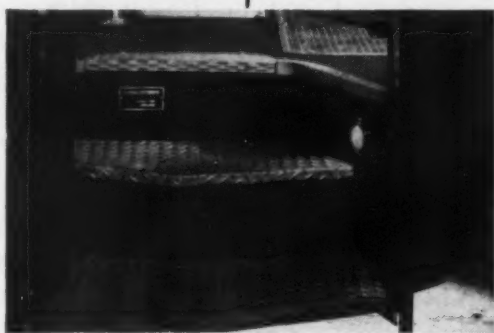
IN THE FIELD*



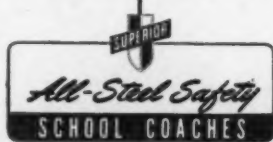
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► WHY KEEP IT A SECRET?

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► ATTITUDES TOWARD TEACHING AS A CAREER

What were the reasons high school seniors gave in a recent survey for not wanting to go into teaching as a career? What can be done to meet some of the reasons for lack of interest in this profession? Read the article by Arvid J. Burke in *The NATION'S SCHOOLS* for December.

► THERE ARE NO EXTRA CURRICULAR ACTIVITIES

The superintendent of a school system in Nebraska points out in the December issue of *The NATION'S SCHOOLS* how an activity program may be a very important part in the development of students. What are the activities—how are they integrated into the total school program? Read this article—you will find it interesting and extremely helpful.

► WHAT ARE YOU TRYING TO ACCOMPLISH?

What can the school principal do to help his community understand what he is trying to accomplish in his school? What means can be employed to spread the story of the school program?

What about the students—do they understand the general program so they may interpret it to others? A high school principal describes what he is doing in the December issue of *The NATION'S SCHOOLS*.

These are just a few of the articles scheduled for the next issue of *The NATION'S SCHOOLS*. There are others equally as important and with information of particular interest to you.

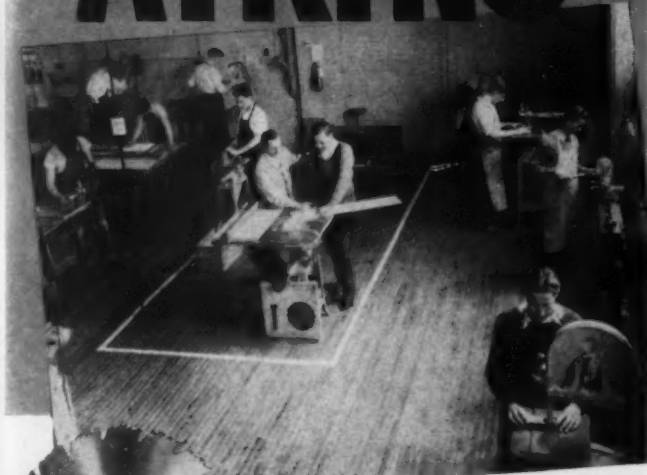
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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 OF THE NATION'S SCHOOLS, published monthly at Chicago, Illinois, for October 1, 1946.

State of Illinois } ss.
County of Cook }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared James G. Jarrett, who, having been duly sworn according to law, deposes and says that he is the Business Manager of The Nation's Schools, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: The Nation's Schools Publishing Co., Inc., Chicago, Illinois.
Editor: Arthur B. Moehman, Ann Arbor, Mich.
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2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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J. G. JARRETT, Business Manager.

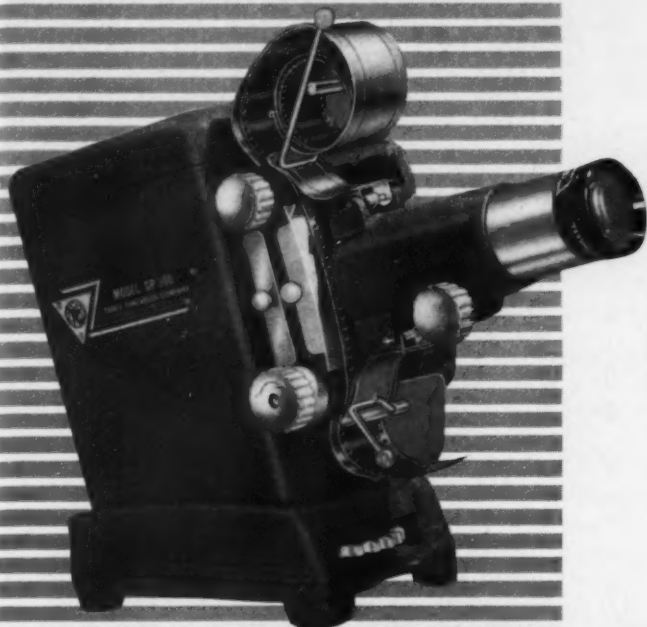
Sworn to and subscribed before me this 1st day of October, 1946.

[SEAL]

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(My commission expires Sept. 30, 1949.)

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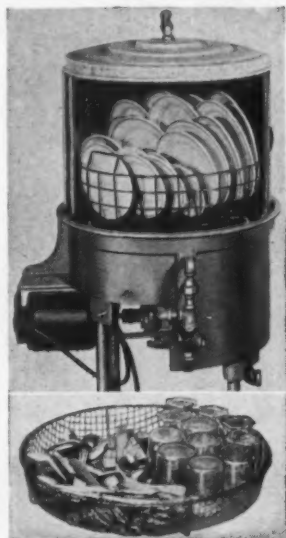
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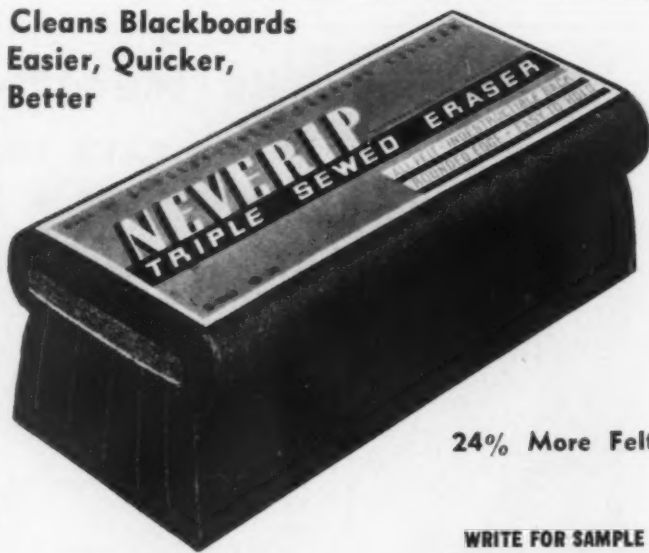
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Introduces through two children conducting simple experiments and observations in their home the basic concepts of the scientific method. Educational collaborator: Dr. N. E. Bingham, Northwestern University.



**FRED MEETS
A BANK**

Fred visits the bank with his father and learns about the various services rendered the community. Educational collaborators: Prof. I. Owen Foster, Indiana University, and Frederick G. Neel, Canterbury College.



**THE SECRETARY'S
DAY**

Just what is the work of a secretary? This film answers that question, showing the responsibilities and duties of a secretary during a typical day. Educational collaborator: Dr. Peter L. Agnew, New York University.



**THE SECRETARY
TAKES DICTATION**

In an actual office situation, the skills and consequent responsibilities of a secretary taking dictation are compared with those of a stenographer. Educational collaborator: Dr. Peter L. Agnew, New York University.



**THE SECRETARY
TRANSCRIBES**

This film follows a secretary through the transcription of a day's notes, depicting general skills of transcription organization, as well as detailed techniques. Educational collaborator: Dr. Peter L. Agnew, New York University.

Celebrating the tenth birthday of Coronet Magazine, Coronet Instructional Films announces the addition of five new subjects to its ever growing library of 16 mm. sound-and-color motion pictures. Characteristic of colorful Coronet films, these new reels fill a definite need in education, and fit into standard curricula. Preview prints are available to those interested in making selections for purchase. Write for complete catalog.

FILMSTRIPS

CORONET'S 10th Anniversary Filmstrip Series offers every month one 25-frame roll of a selected Picture Story from Coronet Magazine and one 40-frame roll of a timely safety education subject produced in collaboration with the National Safety Council and the Society for Visual Education. For the complete series of sixteen Filmstrips, \$12.00.

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What's New FOR SCHOOLS

The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 120. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.

New Projection Screen

NS 134

Is Decorative Painting When Not in Use



An innovation in projection screens is the new "Pict-O-Screen" which serves a dual purpose: decoration and utility. When not in use the "Pict-O-Screen" appears as a decorative painting in an impressive frame; concealed in the upper section of the frame is a specially designed projection screen incorporating

the well known "Hy-Flect" glass beaded screen surface that reflects rather than absorbs light. This screen is instantly raised or lowered, easily and evenly, by a parachute-nylon cord.

The outstanding feature of the "Pict-O-Screen" is the handsome reproduction of an oil painting. There is a choice of six scenes which have been reproduced with authentic brush-stroke effect. They are permanently mounted in hand-finished frames and are available in a choice of antique gold or pickled pine finishes.—Radiant Manufacturing Corporation, Chicago 8, Ill.

Door Control

NS 135

Requires No Periodic Oiling or Servicing

A new type of door control operating on a simple mechanical principle which is said to require no periodic oiling or servicing is now available. The unit is compact and the principal working parts are self contained and sealed. A mechanical adjustment is provided to increase or lessen tension as required.



The action of the control is such that the door is made to close relatively fast up to a point 1 inch short of being fully closed. Then it is automatically slowed and quietly eased into its closed position. This new type of control,

according to the manufacturer, eliminates the necessity for additional hardware on doors which do not require locks or which ordinarily need hardware merely for closing security. The positive closing action as well as other factors make this saving possible, it is stated.

Heat, cold or moisture is reported to have no effect on operating efficiency. Entirely constructed of steel and cadmium plated, this new type of control is now being manufactured in two sizes: standard and heavy duty, weighing 1¼ and 2½ pounds, respectively.—B. L. Mallory Company, 1201 East Eight Mile Road, Hazel Park, Mich.

Robot-Eye Control

NS 136

Effects Reduction in Fuel Consumption



How a 15 to 20 per cent reduction in fuel oil consumption may be realized through improved combustion efficiency and boiler heat exchange is described in a comprehensive bulletin telling the values of Robot-Eye Combustion Control. The entire saving is made from chimney waste and no part is a result of reducing the heat or service delivered to the school building.

In concise detail and with graphic illustrations, the principle of haze control is presented: A photo-electric eye determines the amount of haze present, relays the measurements to a haze meter and they are recorded on the Robot-Eye control panel.

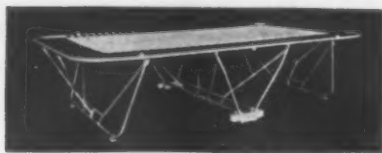
A synchronous motor operates a device every eight seconds to test the haze value. If the test indicates a condition varying from the desired value, a reversible compensating motor immediately activates an operation which energizes the damper motor to correct the air flow and reestablish the haze value desired.

Other advantages of Robot-Eye Combustion Control listed in the bulletin also will be of interest to administrators and those responsible for plant operation. Copies can be obtained upon request.—General Power Plant Corporation, 381 Fourth Avenue, New York 16, N. Y.

Gymnasium Apparatus

NS 137

Adds Stimulus to Physical Education Program



The new Medart Acromat-Trampoline contributes two definite assets to a well rounded physical education program:

body development and fun—fun, the same as playing in a haystack is fun. Fun, however, is not the end in itself, for performance on the trampoline has long been recognized as one of the most practical means of developing body control and muscular coordination. Its use is expected to pay ample dividends in pupils' physical development, together with their renewed enthusiasm for physical education.

The Acromat-Trampoline is designed for use as an integral part of the physical education program as well as a separate recreational activity, is adaptable for all age groups and is not only an activity for the potential athlete but an effective apparatus for corrective training. When set up ready for use, it provides a spacious bed 3 feet above the gymnasium floor within a frame 7 feet 7 inches wide by 13 feet 10 inches long. Its patented frame design permits quick and easy folding of the equipment into a compact unit 21 inches wide, 7 feet 7 inches long and 5 feet high, thus making it entirely adaptable to even the smallest gymnasium. The entire unit lifts onto rubber-tired casters automatically as the frame is folded.

An instruction manual which accompanies the Acromat-Trampoline can be purchased separately. It contains a complete outline of Acromatics as a separate sports activity and explains in detail the use of the Acromat-Trampoline in the daily physical education program.—Fred Medart Manufacturing Company, 3535 De Kalb Street, St. Louis 18, Mo.

Booklet on Projectors

NS 138

Aid to Prospective Users



School representatives in the market for projectors will want to see Bell and Howell's new booklet, "For Motion Pictures of Perfection." Thirty-seven specific features characterizing this company's equipment are pictured with red checkmarks

providing instantaneous coordination between pictures and copy. With emphasis on consumer advantages of the Filmo-sound, mechanical details are subordinated, being mentioned only in supporting those advantages.

Whether the prospective user is interested in economy sized 8 mm. motion picture film, 16 mm. silent or sound or 2 by 2 inch slides, there is a Filmo designed for the purpose. Various models are pictured at the close of the

16 page booklet, copies of which can be obtained by writing the manufacturer.—Bell and Howell Company, 7100 McCormick Road, Chicago 45, Ill.

Insulated Serving Tray

NS 139

Serves Hot, Cold Portions, Simplifies Maintenance



The fact that the Mack Molding Company's new plastic serving tray will reduce the clatter in school cafeterias is only one of the advantages this product has to offer. A complete meal, with both hot

and cold portions, can be served from the tray, for it has six individual food wells, each separated and insulated to retain the proper relative temperatures for every dish in the meal.

The tray is shock-resistant, marproof and, according to the manufacturer, cannot warp. It will stand abuse in use or in washing, and sharp cutlery, abrasive cleaners and hot or cold water are said to have no damaging effects. As a result, breakage and replacement costs are reduced. A smooth, tile-like surface and rounded edges discourage dirt and simplify washing, thus cutting down clean-up time.

Pupils will be pleased, because the tray will not stain or retain food odors—butter, pickles, onions or pineapple can be served without causing taint or discoloration. Too, pupils will like the tray's light weight and its sure-grip finger holds. It is a rich natural tan in color—Mack Molding Company, Main Street, Wayne, N. J.

Adjustable Typewriting Table

NS 140

Contributes to Good Posture Development



Usually—when a desk is too high or too low, the individual adjusts himself to the inflexible object and an aching back or bad posture is the result. To overcome this problem, Supt. W. T. Herring of the public schools of Calumet City, Ill., has designed a new metal school typing table that is expected to satisfy administrators concerned

with developing good posture in their pupils and in providing comfortable working conditions for their employees in the business operation of the school.

Even the legs of the table are adjustable. Normally, the table is 26 inches high but it can be raised to 30 inches through a 4 inch leg adjustment. The table is 19 by 34 inches and in the center is a well 12½ by 14½ inches. An adjustable raising device in the well has a rise of 3 inches. Through a scale on the side of the well, numbering from 1 to 12, the typing teacher can assign a number to each pupil for the correct typing posture.

When the typing bed is lowered to 26 inches, the top of the table is 29 inches and the table has 23½ inch

leg room. When the adjustable platform is raised to its full height, the table can be used as a regular flat top table. The table, which has two shelves for storing books and personal effects, has a black linoleum top with chrome trim and is finished in pearl gray.

Mr. Herring also has designed a platform that can be installed on any typewriter desk or table, permitting the adjustment of the typewriter upward to the desired height of the typist.

The 4 inch table leg adjustment has been incorporated in a bookkeeping table, too. Its dimensions are 19 inches wide, 34 inches long and 26 inches high.

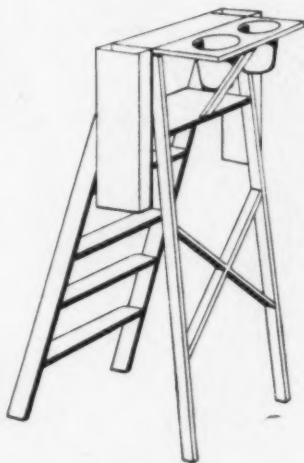
Although the tables and platform are not yet in production, school administrators planning procurement of this type of equipment will be interested in knowing that these adjustable types are to be available.

"All-Purpose" Ladder

NS 141

Aids in Maintenance of Fluorescent Fixtures

To maintain high lighting levels of small fluorescent installations in classrooms, offices and various other units, a systematic plan of care is recommended. To help maintenance departments provide a program that will ensure continuous peak performance with minimum diminution of light output, engineers of Sylvania Electric Products have developed an "all-purpose" maintenance ladder which is said to be easy and inexpensive to build. By the addition of sheet metal or wood racks to any ladder, spaces are provided for burned-out lamps, new lamps, starters, cleaning cloths and two buckets, one for the cleaning solution and the other for rinse water.



In one installation, studied by Sylvania Electric, accumulated dirt and dust on lamps and reflectors caused a 27 per cent light loss. The frequency of cleaning is dependent on locality and dirt in the atmosphere, but a general rule says that when fixtures are providing from one fourth to one third less light than the designed output, it is time for a soap and water application.

The type of reflecting surface determines the choice of cleaning agent. Only slightly dirty reflectors can be rubbed with a damp cloth, but hardened dirt on a porcelain enamel surface requires an efficient and concentrated "soapless" soap to do a thorough job of removal. A green soap solution, briskly applied, is required, however, for care of synthetic enamel surfaces.

For aluminum reflectors, the solution must be as neutral as possible as even mild alkalinity or acidity will destroy the reflectivity of the metal finish, it is pointed out. A green soap solution or one of the special wax or wax emulsion cleaners which have been specifically developed for cleaning aluminum is, therefore, recommended.—Sylvania Electric Products, Inc., Salem, Mass.

New Slide Projector

NS 142

Affords Narrator Freedom From Distraction



Amproslide, a new 2 by 2 inch slide projector, will prove of great assistance to the narrator of the slide-film. Because he must talk continuously in explaining scenes, he wants to be free of distracting operating details. As the result of a new automatic snap-action, self centering slide changer, Amproslide permits this freedom of operation, it is pointed out.

Developed by Ampro technicians, this slide changer is said to embody patented features that assure instantaneous hair-line focus, perfect alignment of slides on the screen and the interchanging of glass and ready mounts without refocusing. Operated with one hand, the fingers need never touch the slide surface. Additional time is saved by the convenient case that quickly lifts off for easy accessibility and by a new up-and-down tilting device.

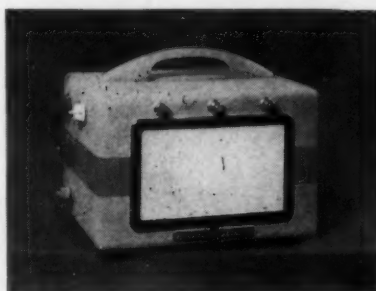
Other salient features of this new projector are F 3.5 anastigmat projection lens, 5 inch focal length with convenient knob for hair-line focusing, new condenser design that combines maximum brilliance with cooler operation, 300 watts of uniform light with effective heat dissipation and minimum light loss and pointer aperture to permit use of pointer with slides.

It is said to be "the ideal projector for brilliant full color or black-and-white 2 by 2 inch slide projection."—Ampro Corporation, 2835 North Western Avenue, Chicago 18, Ill.

Color Mixture Theory

NS 143

Demonstrated by New Classroom Instrument



A colorscope for classroom demonstration of color mixture theory is announced by General Electric. Designed to show how primary colors of light can be mixed together in various amounts to produce a certain desired color,

the new instrument enables a lecturer to present from his lecture table a clear and vivid demonstration of the additive method of color mixture. With this unit, the primary colors—red, green and blue—used in the additive method can be combined to show all the shades of the visible light spectrum to the audience.

Lamps, mounted back of a viewing screen in the front of the instrument, can be individually controlled in intensity by switches which operate like the volume control on a radio. The viewing screen is divided into three sections: Two small sections on each side are illuminated with artificially produced daylight to provide a standard comparison color and the center and large section is

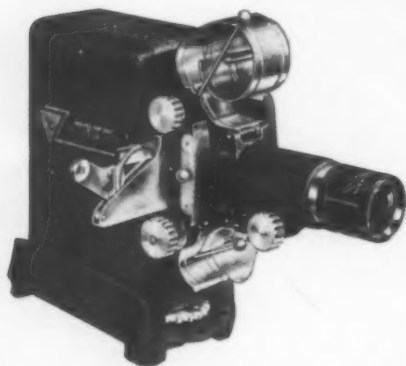
lighted by the mixture of light coming from the lamps.

The colorscope weighs about 10 pounds and operates from any 110 volt outlet, A.C. or D.C. Additional information is provided in GEA-4672.—**Apparatus Department, General Electric Company, Schenectady, N. Y.**

Slidefilms to Slides

NS 144

Takes Only Two Seconds on New Projector



Reputed to be the first projector with a reverse slidefilm mechanism that will not damage film, the Model DP 300, a new 2 by 2 inch slide and slidefilm projector, is announced by the Three Dimension Company.

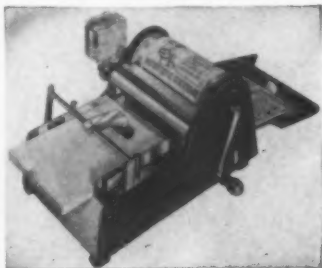
With this unit, changing from slidefilms to slides requires only two seconds; realigning the condensers is no longer necessary, and there is no loss of light. Pressure plates have been eliminated. Slides are automatically centered regardless of variation in thickness. Tilting up and down is said to be controlled smoothly by a gear-driven hand knob, and focusing is controlled to micrometer exactness by the new Micro-Focus Lens Knob which eliminates uneven hand adjustment of the lens. The new type of condenser system employed is easily removed for cleaning.—**The Three Dimension Company, 500 North Dearborn Street, Chicago 10, Ill.**

Duplicating Machine

NS 145

Represents Triumph Over Material Shortage

Shortages of iron and steel have proved no handicap to the manufacturer of the Copy-Rite Liquid Duplicator. On the contrary, the company claims that the use of aluminum has resulted in a finer machine than could be built with the old elements. Just as strong as its predecessor, the new machine is 20 pounds lighter in weight and easier to handle, making a big reduction in shipping costs.



Aluminum is used for the drum and side castings instead of steel; aluminum is being used, too, in some of the rollers and is said to be proving as efficient as rubber. Simplification is offered as another advantage through the elimination of nine parts from the automatic paper feed. Other features include instant starting, no wicks or pumps, visible fluid supply, faster operation, flexibility, freedom from service needs. A point of particular interest to school administrators is the company's assurance of prompt deliveries.—**Wolber Duplicator and Supply Company, 1201 Cortland Street, Chicago 14, Ill.**

Clean Hands

NS 146

For Food Handlers Discussed in Booklet

The use of Wyandotte "Steri-Chlor" as a germicidal hand rinse for workers handling food is described in a new leaflet, "Clean Hands," prepared by the manufacturer of the product. The leaflet is complete with photographs of microscopic slides showing workers' hands before and after using Wyandotte "Steri-Chlor" as a final, germicidal hand rinse. Copies can be obtained by writing.—**Wyandotte Chemicals Corporation, Wyandotte, Mich.**

Streamlined Desk

NS 147

Said to Promote Healthful Posture, Better Sight

With educators recognizing that better sight is a positive aid to more efficient study, the American Seating Company reports that an increasing number of classrooms throughout the nation are being fitted with its Universal Better-Sight Desks. A movable unit, this streamlined desk is said to embody the latest advancements in the science of schoolroom seating to provide an adjustable, sight-saving reading rest that promotes healthful posture and helps protect eyes from harmful glare and strain.



In addition to permitting maximum utilization of natural and artificial light, American Universal Desks also make individualized seating arrangements possible.—**American Seating Company, Grand Rapids 2, Mich.**

Stainless Steel Utensils

NS 148

For Food Preparation, Storage, Serving

Said to be ideal for food preparation, storage and serving are the new Seco-Ware stainless steel utensils. A generously illustrated catalog showing stainless steel pans, covers, tureens, warmers, trays and bowls, stainless steel or galvanized iron dish carriers and black iron roast pans, together with specifications, is available from the Seco Company and will be of assistance in selecting equipment for school cafeterias.

The Nestrol nesting feature to conserve storage space is available on all indicated models. The pans, die stamped of solid stainless steel, one piece construction, feature coved corners. The finish cannot chip or crack and has no retinning or plating to wear off, it is pointed out. In addition, the smooth hard surface does not retain food particles, is easy to clean and, it is said, will retain its luster throughout long and hard wear.

Seco-Ware is safe to use and cannot contaminate or affect the taste of food, according to the manufacturer.—**Seco Company, Inc., 5206 South Thirty-Eighth Street, St. Louis 16, Mo.**

INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS


HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.


The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

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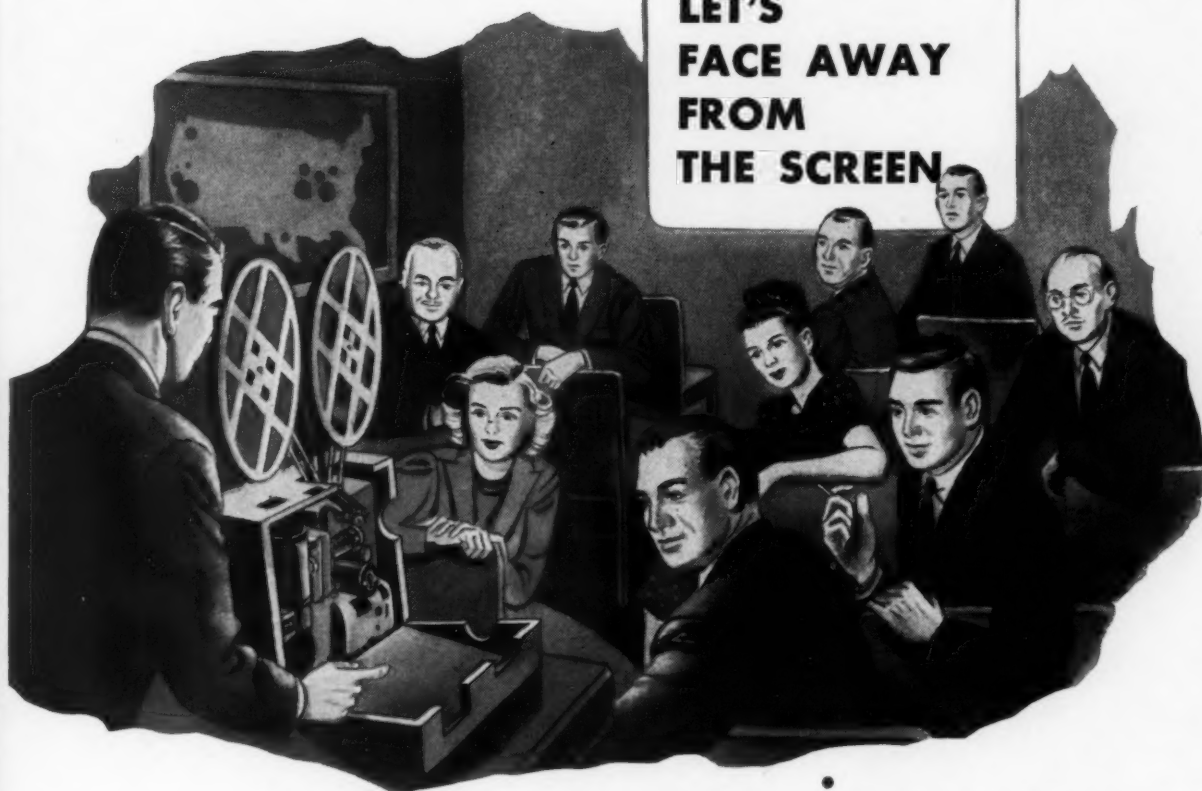
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